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# WEAVER COLLEGE

*A Junior College Owned and Controlled by the Methodist Episcopal Church, South*

WEAVERVILLE, NORTH CAROLINA

[Catalog]

## CO-EDUCATIONAL

REGISTER FOR 1924-1925
ANNOUNCEMENTS, 1925-1926

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# CALENDAR 1925-1926

Summer School opens, July 21, 1925.

Summer School closes, August 29, 1925.

Entrance Examinations, September 1-2, 1925.

Registration Day, September 3, 1925.

End of First Quarter, November 7, 1925.

Thanksgiving Day, November 26, 1925, a holiday.

Christmas Vacation begins, at 4 p. m., December 22, 1925.

Christmas Vacation ends at 8:15 a. m., January 5, 1926.

First Semester Examinations, January 18-22, 1925.

First Semester ends, January 23, 1926.

Washington's Birthday, February 22, 1926, a holiday.

Third Quarter closes, March 27, 1926.

Monday after Easter, a holiday.

Second Semester Examinations, May 24-27, 1926.

Commencement, May 28-June 1, 1926.

# BOARD OF TRUSTEES

1925—J. J. Nichols, Frank S. Smith, S. P. Burton.
1926—J. B. Lotspeich, C. F. Bland, Dr. E. K. McLarty.
1927—Dr. D. Atkins, Dr. H. B. Weaver, L. Edwin Gill.
1928—H. A. Dunham, C. W. Brown, Dr. Ashley Chappell.
1929—C. E. Chambers, C. G. Lee, Rev. H. C. Sprinkle.

## OFFICERS OF THE BOARD

H. A. Dunham, *Chairman*----------Asheville, N. C.
L. Edwin Gill, *Secretary*----------Weaverville, N. C.
C. W. Brown, *Treasurer*----------Asheville, N. C.

# FACULTY

## 1924-1925

### C. H. TROWBRIDGE, A. B., A. M., *President*

*Education and Religious Education*

A. B., Pritchett Institute, 1893; Summer Student, University of Chicago, 1896, 1903, 1905; A. B., Harvard, 1901, and A. M., 1902; Graduate Student, University of Iowa, 1920-21; Teacher and Principal, Missouri Public Schools, 1893-1896; Professor of Science, Central College for Women, 1896-1900; Instructor in Chemistry, Manual Training School of Washington University, 1902-1907; Superintendent Brevard Institute, 1907-1923; Weaver College, since 1923.

### W. E. POWELL, A. B., A. M., *Dean*

*History and French*

A. B., Trinity, 1920, and A. M., 1922; Teacher East Durham High School, 1921-1922; Principal Randleman High School, 1922-1923; Councillor, Lake Junaluska Camp for Boys, Summer of 1923; Weaver College, since 1923.

### MRS. LEE PYLANT, A. B., *Dean of Women*

*Mathematics*

Graduate Georgia State College for Women, 1915; Summer Student, Columbia University, 1917; Summer Student, Georgia State College for Women, 1920, 1921, 1922, 1923; Mathematics Teacher, Bowden, Ga., High School, 1915-1918; Principal and Teacher Mathematics, Roopville, Ga., High School, 1918-1921; A. B., Georgia State, 1925; Dean of Women and Teacher of Mathematics, Weaver College, since 1921.

### MRS. C. H. TROWBRIDGE, A. B.

*Secretary and Treasurer*

A. B., St. Charles College; Summer student in English, Monteagle: Seven years Teacher of English, Centenary Academy, Palmyra, Missouri; Weaver College, since 1923.

### THOS. O. DEADERICK, A. B., B. L., A. M.

*Latin and Greek*

A. B. University of Tennessee, 1872, and A. M. 1874, B. L., Cumberland University, 1874; Teacher Latin and Greek, University of Tennessee, 1877-1888; Student German Universities in Leipzig and Berlin, 1888-89; Teacher Latin and Greek, West Florida Seminary, 1889-1891; Professor of Latin and French, Southwestern Presbyterian University, 1891-1913; Summer Student, Chicago University, 1904-1907; attended lectures, Columbia University, New York, 1912; Weaver College since 1915.

## MISS LUCILE SMITH, A. B.

*English*

Graduate Georgia State College for Women; Student two years, University of Chicago; Summer Student, University of Georgia, 1922; Summer Student, Georgia State College for Women, 1923; for eight years Teacher in Georgia Public Schools; Teacher of English and History, Brevard Institute, 1920-1923; A. B., Georgia State College, 1924; Weaver College, since 1923.

## ARTHUR L. MANCHESTER, *Director of Music Department*

*Piano, Voice, Theory, Harmony*

Graduate of Philadelphia Music Academy; Student of Richard Zechwer, F. J. Bussman, of Royal Conservatory of Milan, Italy, and F. H. Tubbs, New York, City; Associate Editor, The Etude, 1892-1896; Editor The Musician, 1896-1902; Dean School of Music, Converse College and Director South Atlantic States Music Festival, 1904-1913; Director Fine Arts Department, Southwestern University, 1913-1918; Director Music Department, Hardin College, 1918-1920; Composer, Contributor to musical periodicals; Conductor of symphony orchestra, Elmira, N. Y., 1920-1923; Weaver College, since 1923.

## MISS BLANCHE MORRIS

*Commercial Branches*

Student Weaver College; Graduate Emanuel Business College; Principal Commercial Department, Vance Business College, 1922-'24; two years' experience teaching in public and private schools; Head of Commercial Department, Weaver College, since February, 1924.

## GEORGE A. CLAUSS, A. B.

*Science*

A. B., Newberry College, 1916; Graduate School, Charleston College (S. C.) 1919-20; Summer School, University of North Carolina, 1923; Teacher of History and English, Charleston, (S. C.) High School, 1918-19; Ellenton (S. C.) Graded School, 1920-22; Teacher of History and Science, Waxhaw (N. C.) High School, 1922-24; Councillor, Camp Osceola, Hendersonville, Summers of 1921-'24; Weaver College, since 1924.

## MISS BEULAH B. BRILEY, B. S., M. S., A. M., Ph.D.

*Economics and Business Administration*

B. S., Iowa State College of Agriculture and Mechanic Arts, 1917, and M. S., 1918; A. M., University of Iowa, 1920, and Ph.D., 1924; Instructor in Economics, University of Iowa, 1920-24; Head of Department of Economics and Business Administration, Weaver College, September to December, 1924.

## SAM P. CARDEN, A. B., A. M.

*Romance Languages*

A. B., George Washington University, 1918; A. M., American University, 1922; teacher in Candler College, Cuba, 1922-24; Weaver College, since 1924.

## MRS. S. K. HENDERSON, B. S., *Dietitian*

*Home Economics and Expression*

B. S. Arkadelphia Methodist College (Ark.); Boston School of Expression, one year; teacher of Expression and Home Economics in Camoche High School (Okla.) one year: State Normal Ada, Oklahoma, three years; York College (Neb.) two years; Mitchell College (N. C.) one year; Weaver College, since 1924.

## MRS. S. P. CARDEN

*History, English, Spanish*

Student in George Washington University, one year; Student in American University, two years; student in Wilson Memorial Normal, Washington, D. C.; teacher in graded schools, Washington, D. C.; teacher in Colegio Buena Vista, Marianao, Cuba, one year; teacher in Candler College, Havana, Cuba, one year; Weaver College and Weaver College Academic Department since January, 1925.

## B. C. REAVIS

*College Pastor*

Rutherford College; Trinity College; Emory University; Weaverville Station, since 1921.

## E. R. PRESSON

*Graduate Manager of Athletics*

Graduate Weaver College, 1916; Principal Hemphill School, 1916-1918; Secretary Buncombe County Chapter of Weaver College Alumni Association; Weaver College, since January, 1924.

## STUDENT ASSISTANTS.

ASSISTANT TO DEAN—Viola Mabel Lyda.

ASSISTANT TO DEAN OF WOMEN AND ACTING LIBRARIAN, since December, 1924—Euna Dean Allison.

ACTING LIBRARIAN, (September-December, 1924)—Margaret Roberts.

ASSISTANTS IN LIBRARY—Edna Mae Orr, Vina Anna Harwood, Louise Mildred Williams, Vesta Lucile Young, Naomi Lucile Guthrie, Sarah Geneva Neill, Joseph Edgar Morris.

SUPERINTENDENT OF BUILDINGS AND GROUNDS, (September, 1924—February, 1925)—Howard Wells.

SUPERINTENDENT OF BUILDINGS AND GROUNDS, (Since February, 1925)—Sidney Croy.

STENOGRAPHER—Mary Rebecca Armstrong.

IN CHARGE BOOK STORE—Bernice Betts Gaddy.

## STANDING COMMITTEES

EXECUTIVE—President Trowbridge, Chairman; Dean Powell, Dean of Women Pylant.

ADMISSION AND CLASSIFICATION—Dean Powell, Chairman; Dean Pylant, Professor Clauss, Professor Manchester, Miss Morris.

DEBATES AND LITERARY SOCIETIES—Mrs. Henderson, Chairman; President Trowbridge, Mr. Brummitt.

ATHLETICS—Mr. Presson, Chairman; Miss Smith, President Trowbridge, Mr. Kuykendall, Miss Carter.

GROUNDS AND BUILDINGS—Professor Carden, Chairman; Mrs. Henderson, Dean Powell, Mr. Winstead, Mr. Croy.

SCHOLARSHIPS AND MEDALS—Miss Morris, Chairman; Professor Deadrick, Mr. Hart.

STUDENT EMPLOYMENT—President Trowbridge, Chairman; Mrs. Henderson, Mr. Croy.

SOCIAL—Dean Pylant, Chairman; Mrs. Carden, Miss Morris.

PUBLICATIONS AND PUBLICITY—Miss Smith, Chairman; Dean Powell, Professor Manchester, Miss Medley, Mr. Broome.

LIBRARY—Professor Clauss, Chairman; Miss Smith, Miss Euna Dean Allison.

DRAMATICS—Mrs. Carden, Chairman; Mrs. Henderson, Miss Smith.

RELIGIOUS EXERCISES—Professor Deadrick, Chairman; Professor Carden, Mr. Kiker.

PUBLIC FUNCTIONS—Professor Manchester, Chairman; Mrs. Carden, Mrs. Henderson.

# GENERAL INFORMATION

## HISTORY

The Holston Annual Conference of 1836 was entertained in Weaverville, North Carolina, in a frame building especially constructed for that occasion. This building stood on a slope below the present cemetery. It was known as the "Conference House" and was used for a neighborhood school until 1854. At that time the "Sons of Temperance," in their nation-wide activity, held meetings in North Carolina. It is said that an Ohio man preached all day and that practically all the prominent planters of the county joined his organization. It is related of one well-known man, whose relatives are still prominent people in the neighborhood, that he went home that evening and broke on a stone in the yard the various cut glass decanters which had held for years the different kinds of strong drink on his sideboard, and that he never afterwards used liquor as a beverage.

Some disagreement arose in the local church in regard to the meetings of the "Sons of Temperance," some of the members believing that the church should not be used for that purpose. The disagreement was so sharp that several old-time Methodists moved their membership to the Methodist Protestant church, and a little later a separate building known as Temperance Hall was constructed. It stood on the other ridge near where Crutchfield Hall now stands. This also was a frame structure. It was burned in 1872, after being used twenty years as a school and Temperance Hall.

The section of country benefited by the Weaverville school felt so strongly the need of an educational institution that efforts were put forward at once to build a structure and to extend the work of the institution. The local community was largely responsible for this successful effort. Brick was burned on the place, and a well-proportioned and substantial building, containing six spacious rooms and two large halls, was erected. The institution was in 1872 incorporated as Weaverville College under a local Board of Trustees, independent of any denomination. The first president was Dr. J. A. Reagan. He was followed in order by J. M. Campbell, Rev. J. S. Kennedy, D. D., E. M. Goolsby, Rev. D. Atkins, D. D., S. A. Trawick, M. A. Yost, A. M., Rev. George F. Kirby, J. M. Robeson, Rev. L. B. Abernethy, Olin S. Dean, A. B., Rev. W. A. Newell, D. S. Hogg, A. B., A. M. Norton, A. M., C. H. Trowbridge, A. M. Under the administration of Dr. D. Atkins in 1883, the college was deeded to the Methodist Episcopal Church, South.

## LOCATION

WEAVERVILLE.—Weaver College is located in Weaverville, a village of about eight hundred inhabitants, nine miles north of Asheville, North Carolina. It is said that the Indian name for the ridge on which it stands was Dry Ridge because before historic times it was recognized that the configuration of the mountains freed this particular spot from much of the precipitation Western North Carolina is troubled with. In the very heart of the Asheville plateau, Weaver College has a climate unsurpassed anywhere for healthfulness and comfort. The village stands on an elevated section of the country, but it is surrounded on all sides by lofty mountains. The beauty of the sunsets is indescribable.

Weaverville is an old, cultured college town. The people are thoroughly interested in the College and in their churches and their own High School. The hard surfaced road puts them within thirty minutes of Asheville by automobile, and a considerable portion spend their business hours in the city. The rare combination of quiet college town in the great health resort of the South, within easy access of the musical and other advantages of one of the most thriving cities of the state cannot be duplicated elsewhere.

ASHEVILLE ATTRACTIONS.—The close proximity to Asheville and the fact that a hard surfaced road connects the town of Weaverville with that city, makes it possible for students of Weaver College to enjoy the best shows and entertainments that come to this well-known metropolis. During the month of August those students who are in Summer School have the privilege of attending performances of grand opera given by the San Carlo Grand Opera Co., recognized as one of the leading companies giving grand opera today. Also, during the past year among the outstanding Asheville programs which have been enjoyed by special parties of Weaver College students may be mentioned Mischa Elman, Elizabeth Spencer, Edgar A. Guest, Paul Whiteman's Orchestra, Sousa's Band, Geraldine Farrar, William Faversham, "Blossom Time," "Sally," Mrs. Fisk, Carolina Playmakers, Duke University Glee Club., etc., and a choice selection of the world's best photoplays.

THE ASHEVILLE PLATEAU.—It is well known that the highest peaks of eastern America are in this immediate section. Mt. Mitchell, 6,711 feet high, has no peer east of the Rocky Mountain system. It can be visited in an automobile between breakfast and supper, as can also such famous places as Mt. Pisgah, Chimney Rock, Craggy, the Vanderbilt estate, and numerous other points of interest.

## MOVING TO WEAVERVILLE

Weaverville has four churches and an excellent public school in addition to the advantages provided by Weaver College. It makes an ideal home for the family in which children are growing up. Its own progressiveness and the proximity of Asheville provide good opportunities for lucrative employment.

The College will gladly correspond with people who wish to move to a college town, as there are often opportunities to buy or rent property at reasonable rates.

# PROPERTY

## THE CAMPUS

The campus has grown by donations and purchase to include fifty-five acres of lawns, forest, gardens, pastures, and lake. Some $10,000 worth of land has been purchased since the Centenary contributions began to come in.

Lake Louise.—In 1921 Mrs. C. R. Moore, now Mrs. C. E. Hornaday, donated to the College about twenty acres including Lake Juanita, which name has since been changed to Lake Louise in honor of the donor. The lake covers about six acres and has in it a rocky island connected to the mainland by a bridge. The lake furnishes opportunity for boating and bathing when suitable supervision is available.

## DUNHAM FIELD

In 1921 the athletic field was constructed largely through the generosity of Mr. H. A. Dunham, of Asheville. The cost of grading was approximately $3,000. Dunham Field provides for football and baseball. Tennis and basketball courts find space elsewhere on the campus.

## BUILDINGS

Administration Building.—The architecturally good brick building constructed in 1874 was outgrown in twenty years, and its capacity was more than doubled in 1895. The addition contains a large and attractive chapel, two good classrooms, a science laboratory, a science lecture room, and a storeroom for chemicals, apparatus, and library pamphlets. The original building contains the library, one classroom, the offices, the bookroom, quarters for the domestic and commercial departments, headquarters for the Athletic Association and for the student periodicals, and two society halls which have been used for the forensic training of generations of boys.

In 1923 both sections of the Administration Building were redecorated with paint and kalsomine.

THE "WHITE HOUSE."—A substantial frame building was erected in 1886 for the use of the President. It is a two-story house with nine rooms and bath. The growth of the student body has drafted it for dormitory purposes. It is occupied by teachers and women students.

CRUTCHFIELD HALL was constructed in 1908 and named as a memorial to Rev. George W. Crutchfield, whose persistent efforts secured funds which made the building possible. Mr. Crutchfield was pastor of the Weaverville station, and he probably broke his health in the arduous labors connected with the raising of money for this building.

In 1922 steam heat was installed in the girls' dormitory, Crutchfield Hall.

SKINNER HALL.—In 1922 Mr. David E. Skinner of the class of '87 contributed $25,000 for the erection of the boys' dormitory. This was supplemented by $20,000 from the Centenary contribution, and Skinner Hall is the result. This is one of the best equipped dormitories in the South. It has hard wood floors throughout, steam heat, bath rooms on each floor, and is equipped with hot and cold water in lavatories and showers, and with all modern conveniences, including a telephone. The assembly room in this building is one of the handsomest rooms to be found anywhere. In this room there is a piano.

The site selected for Skinner Hall is the northwest corner of the old Reems Creek Camp Grounds, one of the historic religious localities of Western North Carolina. It is said Bishop Asbury preached on this spot. His Journal names repeated visits to the Killian home between Weaverville and Asheville, between 1800 and 1813. The old camp meeting arbor fell under a heavy load of snow in 1893. A seat still remains around the tree which sheltered the speaker's stand, and a number of trees, probably full grown in Asbury's time, are still standing in that part of the campus.

COTTAGES.—In addition to the three dormitories and the Administration Building, there are two frame cottages on the place. An eight-room residence just off the campus is rented as a president's home.

## THE LIBRARY

The library contains about 3,000 volumes, most of which are modern works dealing with the various departments operated in the high school and college. A number of these books, however, are very rare copies, some of them containing autographs of famous

men. These books are shelved in the original chapel of the old building, a light, airy room 50x29 feet, where the books are easily accessible. They have been catalogued according to the Dewey Decimal system.

## LABORATORIES

SCIENCE.—The science laboratory occupies one of the largest rooms in the Administration Building and is well equipped for work in high school biology and for college work in physics and chemistry. New equipment and material are being obtained as there is call for it, and the science department is especially well equipped for its work.

DOMESTIC SCIENCE.—The domestic science laboratory is in the older section of the Administration Building above the Library. It is a recent development, but is already fairly well equipped.

DOMESTIC ART.—The sewing machines are operated in Crutchfield Hall, where all the supervised work of the Domestic Art Department is carried on.

## PRIZES

A scholarship in Duke University is awarded to the young man or woman making the highest average grades in the Senior year. Also a scholarship in Greensboro College for Women, to the young lady making the highest average grade in the Senior year. Baylor University offers a scholarship to the honor graduates among the women, and will loan half the amount to the woman who graduates with second highest rank.

The following medals are offered:

The Orator's medal, for the best Junior or Senior Oration; the Essayist's medal, for the best essay by a young lady in the Junior or Senior class; the Declaimer's medal, won in a contest open to boys below the Junior class. The young men's literary societies offer three medals each: Declaimer's improvement, Debater's improvement, best debater.

The Orator's medal, after 1924, will be given by C. F. Bland, of Hendersonville. The best Debater's medal in the Cliosophic Society has been offered after 1924 by Chas. G. Lee. Both these men are members of the Board of Trustees.

In 1923-1924, prizes were awarded as follows:

Declaimer's Medal.....William Weaver
Reader's Medal.....Edna Orr
Duke University Scholarship.....Terrell A. Jones

DELPHIAN LITERARY SOCIETY

Debater's Medal.....Oakley E. Croy

Declaimer's Improvement Medal_____F. Wade Kiker
Debater's Improvement Medal_____Fred G. Brummitt

CLIOSOPHIC LITERARY SOCIETY

Debater's Medal_____Hoyle S. Broome
Debater's Improvement Medal_____Murray M. Walters
Declaimer's Improvement Medal_____Murray M. Walters

## ALUMNI

The graduates of Weaver College have always been loyal, helping particularly with athletics and forensics. Since the re-organization of the Association in the fall of 1923, unusual interest has been shown. The Association now supports a graduate manager of athletics and guarantees athletic expenses, besides helping in many other activities. Scores of members contribute from $1.00 to $100.00 each to this fund.

## DONATIONS

It is impossible to list all donations to Weaver College, but a partial list is inserted to do justice to the benefactors, as far as possible. It is hoped that the incompleteness of this list may lead to the acquisition of further information concerning gifts to the institution.

LAND.—Mr. Mont Weaver donated five acres on which the original brick building was erected in 1873 and 1874. Later Captain W. E. Weaver, of Weaverville, and Mr. David E. Skinner, of Seattle, Washington, have added to the campus without cost to the College. Mrs. Charles R. Moore donated twenty acres of land, including beautiful Lake Louise. The Centenary fund paid for other portions of the property.

BUILDINGS.—The original Administration Building was paid for, chiefly, by residents of Weaverville. Crutchfield Hall was built from funds secured in a strenuous campaign throughout Western North Carolina by Rev. G. W. Crutchfield. The nucleus of the fund which paid for Skinner Hall was $25,000 donated by D. E. Skinner. This was supplemented by the Centenary and Christian Education funds, subscribed to by hundreds of loyal alumni and friends.

IMPROVEMENTS.—The construction of Dunham Athletic Field, the roofing of the Administration Building, the renovation of the frame dormitory, and innumerable smaller improvements have come from Mr. H. A. Dunham. Mr. H. C. Johnson, of Asheville, has aided greatly by graveling the roads to and through the campus. The Charles W. Byrd Sunday School Class of Central Methodist Church, Asheville, has furnished the sitting room in the girls' dormitory.

PLANTS.—Contributions of shrubs and decorative plants have been made by Mrs. T. Allison, of Horseshoe, N. C., Miss M. A. Pearsall, of Rocky Point, N. C., Mrs. Maymie C. Hardin, of Forest City, N. C., Congressman Zebulon Weaver, Washington City, Miss Lucy Reeves, Marshall, N. C., Dr. Dan Atkins, of Asheville, Mrs. W. B. Weaver and many other Weaverville people. The labor of setting out the plants has been done gratuitously, in large part, by College students.

SERVICES.—The amount of valuable time contributed by members of the Board of Trustees and other friends is incalculable. Among the most liberal in recent years might be mentioned Rev. G. W. Crutchfield, Frank M. Weaver, Charles R. Moore, H. A. Dunham, C. W. Brown, the present treasurer of the Board, Rev. C. M. Pickens and E. R. Presson, of the Alumni Association, C. A. Reap, and a large number of Methodist preachers and of former students of the College.

BOOKS.—Recent additions to the Library by gift or by loan have come from Rev. H. C. Sprinkle; the Asheville Y. M. C. A.; Greensboro College; Lamar and Barton, Nashville, Tenn.; from Joseph H. Wehling, Emory Lyda, Rev. O. E. Croy, John C. Vernon, Howard L. Wells, and Miss Eula English, while students of the College; from Dean W. E. Powell, Dr. Beulah B. Briley, Prof. G. A. Clauss, Mrs. S. K. Henderson, and President C. H. Trowbridge, of the Faculty; the Cliosophic and Delphian Literary Societies; Miss Fannie Bame, Charlotte, N. C., Mrs. J. A. Trowbridge, Brevard, N. C.; The American Chemical Society; Dr. Gilbert T. Rowe, Nashville, Tenn.; Mrs. Thos. O. Deaderick; J. H. Burrus; Bethel Home; Doubleday, Page & Company; Henry Holt and Company; Dr. Louis R. Wilson, Chapel Hill, N. C.; Geologic and Economic Survey of North Carolina; Mrs. William N. Collings; Garrett Biblical Insttute, Evanston, Ill.; Rev. J. S. Williams, Asheville; J. H. Weaver; Erwin A. Holt, Burlington, N. C.; Congressman Zebulon Weaver.

Hon. Gallatin Roberts gave an invaluable clock to the Library.

SCHOLARSHIPS.—Mr. H. C. Johnson, through the Buncombe Chapter of the Daughters of the Confederacy, maintains a full scholarship, known as the Harriett Johnson Franklin scholarship, which pays all the board and tuition expenses of one girl. Mrs. Rosa P. Teasley, of Asheville, provides aid for one ministerial student. The Young Ladies Class of the West Market Street Sunday School, Greensboro, supplements the earnings of one girl. Mr. Elias' Bible Class of Central Church, Asheville, has made liberal work scholarship contributions.

SUSTENTATION FUND.—As no denominational college can meet

its expenses from its student receipts, and as the present does not seem to be a propitious time for an endowment campaign, a number of friends of the College have subscribed $5,000 annually for a term of three years to take the place temporarily of the income from a hundred thousand dollar endowment. This fund was raised very easily, and established on a firm foundation the credit of the College and its ability to do its work for its students. This subscription brings the income of Weaver College to about $10,000 per year over and above the receipts from students.

# PURPOSE OF WEAVER COLLEGE

Weaver College aims definitely to help certain classes of young people. It does not claim to be the best institution for educating every person, but it recognizes the needs of a large group of worthy and ambitious young people and adapts its curriculum, its regulations, and its expense list to fit their needs.

1. It offers honest Freshman and Sophomore courses leading toward the A. B. degree of an A-grade college or university, fitting students at small expense and in personal contact with their teachers for the junior class in an A-grade college.

2. It offers two years of Business Administration to those who wish to go on with a business administration course in a university, or for those who find that they must enter commercal pursuits after two years of college training. Students are urged wherever possible, however, to go on through the four years of college work.

3. The course in Education and Religious Education is provided (a) for those who wish to go on with this line of work in a university; (b) for those who expect to teach or to preach and are unable to go further at present with their studies; (c) for those who expect to become useful members of society in their homes without further college training. In this group also effort is made to induce each one to continue his or her college work in some four-year institution.

4. A strong department of music provides training for those who expect to complete their musical education here or elsewhere and for those who plan to train themselves for giving pleasure in the home and service in the church and community. This course encourages students to continue their training, but is adapted also to do the best possible for those who spend only two years in college.

5. A General Course, consisting largely of electives, is provided for those who, for any reason, desire a junior college course

of real worth constructed to fit individual needs. This course is independent of tradition; and any student, with the advice of the faculty, can build for himself a curriculum that will make life most worth while for his particular personality.

All these courses of study are constructed with the idea that a great many of our Southern young people desire to do sincere, hard work in a Christian atmosphere and in pleasant social surroundings where they personally know all the students and teachers, and where the fees are estimated to cover the cost of the comparatively inexpensive Freshman and Sophomore years without the loading demanded by the vastly more costly Junior and Senior years.

For an outline of these five curricula and of the admission requirements for each, see pages 35-40.

### METHODS

In the working out of the aims just mentioned, Weaver College employs an adequate list of teachers thoroughly equipped by training and experience for the work of a junior college. It provides a library and a laboratory equipped for junior college needs without the immense expense demanded by extensive research. It provides comfortable dormitories under the supervision of thoughtful and considerate college officials where the students have more freedom and responsibility than is customary in high school life, and still where the necessity for mature judgment on the part of the students is not so great as in the large college or university. It thus provides one of the most efficient methods by which a young person with good intentions can adjust himself to the intricate problems connected with the beginning of his life away from home influences.

## PERSONALITY DEVELOPMENT

### COLLEGE ATTITUDE

While almost every college, large and small, is in a position to give intellectual training of a high order, it is universally recognized that the great problem of education is to instill into the motive principles of the young, those personal traits which far more than intelligence alone contribute to happiness and usefulness in life. In an attempt to give some degree of scientific training to these various qualities of heart and habit which cannot effectively be taken care of in the class room, Weaver College teachers give frequent estimates of the impression made upon them individually by their pupils in regard to a number of the elements

fundamental to success. After making some study of the questions asked by employment agencies, bonding companies, and vocational guidance advisors, the faculty chooses the following features of human life to receive consideration approximately equal to that devoted to marking class standing:

## ELEMENTS FROM WHICH COLLEGE ATTITUDE GRADE IS MADE UP

1. MANNERS: In dormitory, at table, in school, in public; reverence.

2. NEATNESSS: Care of room, personal neatness, neatness of clothing.

3. RESPECT FOR PROPERTY: Dormitory, campus, Administration Building, personal possessions, property of others.

4. CO-OPERATION: With faculty and with student organizations and with individuals; community usefulness.

5. INITIATIVE: In study and in class, and in student activities; foresight; leadership; self-control.

6. ATTENDANCE AND PUNCTUALITY: At meals, at college assignments, at student activities, at Sunday school and church.

7. DEPENDABLENESS: Consistency in good recitations, good conduct, and in courtesy; business punctuality.

8. EARNESTNESS: In study, in care of health, in student activities; ambition.

9. IMPROVEMENT: In general bearing, in reciting, in conduct.

10. SOCIAL LIFE: Compliance with regulations which govern relations between men and women students; etiquette in society; attractiveness of disposition; tact.

In making these estimates, teachers mark every student on every element on which they have information, especially remembering to give credit for creditable acts or traits. They omit marks for those pupils whom they do not know, and for those traits of pupils they know if they have never had opportunity to observe the pupil in the respect under consideration.

The blanks upon which each teacher marks each student in each of these particulars are made accessible to the students after the general average of all marks from all the teachers has been recorded. Each student is thus able to determine what traits of his character seem strong to this group of teachers, and what points in their judgment need his consideration and attention. This grade is called College Attitude, and as a rule the students are more eager to see what impression they are making on their teachers in these essential features than they are to see what their

class-room marks are. The responsiveness of the student to this effort on the part of the teachers is very gratifying, for it seems probable that the estimate obtained in this analytical way by a group of teachers is approximately a measure of the impression a student will make upon the people he deals with elsewhere. It comes pretty close to being a measure of that elusive but vitally important thing called Personality.

# STUDENT ACTIVITIES

## GOVERNMENT

The students at Weaver College have not as yet chosen to adopt anything very close to student government. They prefer, for the present at least, to have some member of the faculty responsible for each dormitory and each class room. They have, however, taken over certain parts of the student life for their own responsibilities and, except that the College reserves the right to veto any action of any unit of the College or to take over any disciplinary responsibility at any time, these organizations handle their own problems. In Skinner Hall the men students have two organizations; one of them makes and enforces rules for the maintenance of order in the building; the other assigns duties and adjusts the burden of athletic activities, considering the wishes of the parent, the duties of the student, and the needs of the team. The women students in Crutchfield Hall have no definite organization, but it is well understood that any act which disturbs the dormitory life and which hurts the good name of the group will not be tolerated.

The first Committee on Maintenance of Order in Skinner Hall was made up of William Lance, President, and Leon Warlick, John Vernon, J. Thomas Pack, and Oakley E. Croy. Later, Hoyle S. Broome was elected President.

The various athletic, social, literary and religious organizations of the College are described later. Each has its own function and looks after its business, consulting frequently with the College authorities and acting always subject to their veto.

## COLLEGE COUNCIL

The co-ordination of the activities of the various college groups is in the hands of the College Council, in which every official organization including the faculty is represented. Any new questions unanswered by precedent or faculty ruling can be brought to the Council. If its solution involves a considerable number of the college people, the Council decides whether or not to put the

question before the organizations represented for discussion. The College Council is in no sense a legislative body but its service eliminates friction and facilitates co-operation among the various college organizations. This stimulates the students to participate in planning for the development of the College, tends to give them practice in debating live topics, and gives to college problems a careful study from every point of view.

The members of the College Council for 1923-1924, the first year of its existence, were Thomas Pack, President, and Myron Tatum, Secretary, and the following representatives of recognized college organizations:

Ray Carpenter ---------- Y. M. C. A.
Thomas Pack ---------- Epworth League
Evelyn Kendall ---------- Mnemosynean Literary Society
Ethel Aycock ---------- Euterpean Literary Society
Myron Tatum ---------- Cliosophic Literary Society
Wade Kiker ---------- Delphian Literary Society
Fred Brummitt ---------- Ministerial Band
Edna Orr ---------- Chorus Class
Murray Walters ---------- Glee Club
John Vernon ---------- Athletic Association
Leon Warlick ---------- "Pep" Staff
Marvin Hodge ---------- "The Mountaineer"
Euna Dean Allison ---------- Debate Council
Joe Young ---------- Senior Class
Annette Smeltzer ---------- Life Service Band
Mrs. Pylant ---------- The Faculty
Howard Wells ---------- Orchestra

## LITERARY SOCIETIES

The Cliosophic and Delphian literary societies are the two historic student organizations of the College. Throughout North Carolina and in other parts of the world are men who count their work in one or the other of these societies as the most valuable education they have received anywhere. The Euterpean and Mnemosynean societies for young women are respectively sister organizations to the two men's societies. These societies together are largely responsible for the college work in reading, declamation, debate and dramatics, including intercollegiate contests. Work in the societies is compulsory, for the training they give is essential to success and is not otherwise provided for by the College. The men's societies have their own tastefully furnished rooms which are equipped with platform, tables, chairs and library.

Society Membership: Membership in the different societies is governed by the following regulations:

1. Each new student is required to join some one of the four literary societies within one school month (four weeks) of the date of his or her registration.

2. The new student is then subject to the rules and regulations of that society as completely as to any other requirement of the College.

3. Any member of any society may be punished by fine for failure to comply with the requirements and assignments of his or her society.

4. Any member who persistently refuses or neglects to pay fines duly assessed may be dropped from the society roll.

5. Expulsion from a society shall in general mean the severance of all relations with the College.

6. The College therefore has the right to review the case and to try to make satisfactory adjustments with the member and with parents before expulsion is put into effect.

## SOCIETY OFFICERS—1924-1925

The officers for the four literary societies for the year 1924-25 are respectively:

EUTERPIAN—First Quarter: Maude Burrus, Pres.; Elizabeth Bell, Vice-Pres.; Lillian King, Sec.

Second Quarter: Janie Lance, Pres.; Florence Johnson, Vice-Pres.; Walaska Blythe, Sec.; Elizabeth Bell, Critic.

Third Quarter: Lillian King, Pres.; Elizabeth Bell, Vice-Pres.; Geneva Neill, Sec.

Fourth Quarter: Walaska Blythe, Pres.; Ruth Manchester, Vice-Pres.; Naomi Guthrie, Sec.; Maude Burrus, Critic.

MNEMOSYNEAN—First Quarter: Edna Orr, Pres.; Lucile Carmichael, Vice-Pres.; Viola Lyda, Sec.; Mrs. J. V. Erskine, Critic.

Second Quarter: Sarah Ross, Pres.; Zell Rummage, Vice-Pres.; Grace Allen, Sec.; Miss Lucile Smith, Critic.

Third Quarter: Viola Lyda, Pres.; Nell Harris, Vice-Pres.; Elizabeth Carter, Sec.; Miss Lucile Smith, Critic.

Fourth Quarter: Blake Howell, Pres.; Margaret Stradley, Vice-Pres.; Mary Ellen Powell, Sec.; Miss Lucile Smith, Critic.

CLIOSOPHIC—First Quarter: Hoyle S. Broome, Pres.; Sydney Croy, Vice-Pres.; William Stack, Sec.; William Hart, Critic.

Second Quarter: Sydney Croy, Pres.; William Weaver, Vice-Pres.; Homer Livingston, Sec.; Otho J. Jones, Jr., Critic.

Third Quarter: Leon Warlick, Pres.; Hoyle S. Broome, Vice-Pres.; Glenn Kennerly, Sec.; Wren Willis, Critic.

Fourth Quarter: Zeb Williams, Pres.; William Hart, Vice-Pres.; William Weaver, Sec.; Lee Barnette, Critic.

Delphian—First Quarter: Ray Carpenter, Pres.; Wade Kiker, Vice-Pres.; Fred Brummitt, Sec., Howard Wells, Critic.

Second Quarter: Fred Brummitt, Pres.; Wendell Eaves, Vice-Pres.; Paul Butt, Sec.; Ray Carpenter, Critic.

Third Quarter: Howard Wells, Pres.; Cornelius Kuykendall, Vice-Pres.; Wade Kiker, Sec.; Fred Brummitt, Critic.

Fourth Quarter: Wendell Eaves, Pres.; Paul Butt, Vice-Pres.; L. D. Capps, Sec.; Wade Kiker, Critic.

## DEBATING

Debate Council—All intercollegiate and intersociety debates are under the immediate or delegated supervision of the Debate Council, in which the faculty and the four literary societies are represented.

Debates.—A large part of the activities of the literary societies centers in the various debates. Each program, in general, has a debate as a salient feature. In the Spring, a proposition is announced one day to be debated within twenty-four hours by as many members of the Delphian and Cliosophic societies as care to participate. The Junior Debate at Commencement is one of the outstanding events of the college year. Intercollegiate debates are arranged from time to time, giving an opportunity to practice this noble art on the part of both High School and College students. The debating interests of Weaver College have long been among her most cherished traditions. The debates of the past are among the most fertile topics of conversation in Alumni meetings, and many prominent lawyers, jurists, and preachers trace their success to the forensic contests in this institution.

The Debate Council for the year 1923-1924 consisted of: Thomas Pack, President; Howard Wells, Vice-President; John Vernon, Secretary, and Okle Jones, Hoyle Broome, Fred Brummitt, Leon Warlick, Ethel Aycock, Wendell Eaves, Murray Walters, Annette Smeltzer, Euna Dean Allison, Ray Carpenter.

The debaters against Mars Hill College in 1924 were Miss Annette Smeltzer and Murray Walters. C. R. Carpenter and H. S. Broome debated against Rutherford College.

## RELIGIOUS ORGANIZATIONS

Epworth League.—All students in the High School and College departments are considered members of the Epworth League. No dues are required, but every student is expected to contribute some effort toward the accomplishment of the tasks

and responsibilities undertaken by the organization. The Epworth League takes charge of the Vesper Service conducted by them each Sunday afternoon, and assumes a general guardianship over all the religious interests of the college community. The social life of the campus is largely in the hands of the Social Committee of the League. The collection of missionary money and other philanthropic funds is often undertaken by various committees of the League, and, consequently, the management of lyceum courses, the sale of tickets, candy, etc., very naturally is first offered to the Epworth League. At present, the mid-week prayer meeting for young women is directed by the Devotional Committee.

The Epworth League Council for the College year 1923-1924 contained the following members:

Howard Wells ---------- President
Thomas Pack ---------- Vice-President
Mildred Jones ---------- Corresponding Secretary
Louise Williams ---------- General Secretary
Myron Tatum ---------- Treasurer
Wade Kiker ---------- First Department
Ethel Aycock ---------- Second Department
Mary Powlas ---------- Third Department
Edna Orr ---------- Fourth Department

Ministerial Band.—The licensed preachers in the faculty and in the student body, together with those who are preparing to preach or to do other definitely religious work are associated in a ministerial band. They hold weekly meetings, supply pulpits of neighboring charges when called on, and exert a pronounced influence for good upon the entire institution. They feel a particular responsibility for the evangelistic efforts of the College and the community and are always efficient when revival efforts are under consideration or in progress.

Y. M. C. A.—In 1924 the young men decided to effect a definite organization of their religious activities for men on the campus, and a college Young Men's Christian Association was instituted and affiliated with the state and national headquarters. The Wednesday prayer meeting in Skinner Hall is provided for by this group of men, and they stand ready to undertake other responsibilities coming in their province.

The Y. M. C. A. Cabinet for 1923-1924 consisted of the following men: Thomas Pack, President; John Vernon, Vice-President, Myron Tatum, Secretary; William Lance, Treasurer, and Oakley Croy, Howard Wells, Zeb Williams, Ray Carpenter, Paul Butt.

The Sunday School is managed by student officers elected by

the Epworth League Cabinet. Each set of officers serves for a term of three months, and thus three sets of earnest young people are trained each year for Sunday School efficiency. This experience, in combination with the theoretical work of the Religious Education courses enables a young Christian to undertake religious work at home with some degree of confidence.

The officers for the three terms of 1924-1925 were as follows:

First Term—Howard L. Wells, Supt.; John Mayo, Secretary-Treasurer; Miss Morris, Auditor; Paul Butt, Pianist; Professor Deaderick, Chorister.

Second Term—Wendell Eaves, Supt.; Zeb Williams, Secretary; Fred Brummitt, Treasurer; Adeline Kirkpatrick, Chorister; Grace Allen, Pianist; John Mayo, Auditor; Reporter, Geneva Neill.

Third Term—Zeb Williams, Supt.; Paul Butt, Secretary; Naomi Guthrie, treasurer; Lillian King, Chorister; Edna Orr, Pianist; Blake Howell, Auditor.

## PUBLICATIONS

The students compose, edit, and manage two periodicals, a monthly called *The Weaver Pep,* and *The Mountaineer,* issued annually. These activities give opportunity for development of native talent in writing, drawing, interviewing, making business contracts, soliciting advertising, and the many other fields pertaining to the publishing business. The staff for these two student publications for the year 1923-24 was respectively: For *The Weaver Pep,* Thos. Pack, Editor and Leon Worlick, Business Manager; for *The Mountaineer,* Joe Young, Editor-in-Chief, Marvin Hodge, Business Manager, Myron Tatum, Art Editor. *The Weaver Bulletin,* published quarterly, is edited by the president of the College and devoted to alumni notes and items of general interest to the friends and alumni of the College. All of these publications were founded in 1923.

## ATHLETICS

Athletic Ideal.—The athletic ideal is not so much the putting out of winning teams as it is the increase of health and physical strength in each student with all the mental and spiritual qualities essential to athletics. Each student is therefore, required to take a certain amount of physical culture each week, preferably in some organized sport, though the need of the individual will be carefully considered in the assignment of physical exercises.

Athletic Council.—The Faculty, The Alumni Association, and the students are represented in the Athletic Council, which manages all major and minor sports subject to the veto of the

President. The Athletic Council acts through a Graduate Manager of Athletics, who is a member of both the Athletic Council of the College and of the Athletic Committee of the Alumni Association. In the Council the Faculty has two votes, the Alumni have two, and the College Athletic Association has three.

The members of the Athletic Council for 1923-1924 were: C. H. Trowbridge, President; E. R. Presson, '16, Secretary and Miss Lucile Smith, William Lance, Leon Warlick, Fred Brummitt, Landis Loftin.

Major and Minor Sports.—Regular College teams are drilled for football and baseball, under experienced coaches selected by the Athletic Council subject to confirmation by the Board of Trustees. When the gymnasium is in use, basketball will be added. Track and tennis teams are developed as interest and opportunity permit. Boating and swimming are possible at Lake Louise when proper equipment and supervision are available, but permission to use the lake must be obtained from the President.

### ELIGIBILITY

1. Only bona fide students may represent the College in any intercollegiate contest. Bona-fide students are those who are carrying successfully at least nine hours of college work or three units of high school work and who meet other assignments of the College.

2. No person who receives or has received any compensation from the College for services rendered as an instructor in athletics or other branches shall be eligible for participation in intercollegiate contests. This does not apply to bona-fide students who are working their way wholly or in part.

3. The College shall not give financial help or assistance to any student on account of his participation in intercollegiate athletics.

4. All conference regulations shall be binding for conference contests.

## DORMITORY LIFE

Dormitory Accommodations.—The space in the college dormitories is limited and it frequently becomes necessary for students to room off the campus. If students live with relatives or friends, the College must know where they are and must have on file certificates to show that both the parents and the College approve the boarding house.

The College has arrangements with certain homes near the campus by which students who live there are under the control of the College in very much the same way that it supervises those in its own dormitories. The College is represented by some one in these homes who has charge of those who room there. This representative will correct disorder directly, or turn the matter over to the faculty if necessary to secure good conduct and good study. Men and women students are not permitted to live in the same dormitory, unless by special action of the Faculty.

Absences From College.—The students in the dormitories are governed by the regulations usually maintained in similar colleges. They do not leave the campus or receive visitors except with the consent of the College, with the permission tacit or expressed of the parents or guardians. If parents leave this matter to the discretion of the faculty, permissions are granted liberally to students whose conduct shows sufficient maturity and good judgment. The regulations as to leaving the campus will, at the discretion of the faculty, vary with the wishes of the parents and the conduct of the student, thus encouraging thoughtful young people and giving needed supervision to careless ones. Students participating in intercollegate contests are not permitted to miss more than six recitations in any course in a semester on account of such contests.

Dormitory Regulations.—All dormitories must be kept quiet during study hours and all students must be in their rooms, with the light extinguished, after the light bell unless they have special permission from the Dean to the contrary. The particular form of other dormitory regulations varies with the demands of the situation and is largely influenced by the wish of the students involved. Experience shows that the great majority of Weaver College students want a good opportunity for study, and the details of the regulations can profitably be left in their hands. All rooms will be inspected and must be kept in good order. The respective Deans have full authority in the dormitories except in specified responsibilities turned over to student committees.

Social Calls and Functions.—Young ladies in the dormitories receive visitors with the permission of their Dean at certain hours on Sunday afternoons. Occasional receptions are held on the campus under the auspices of the Epworth League or some other student organization. Every effort is made to give the students the social life under which a normal American should develop, remembering the peculiar situation of students away from home.

Special Permission.—If parents or guardians wish the pupils

for whom they are responsible to leave Weaverville for any reason, they should communicate directly with the Dean in regard to the time for departure and return. Other matters of supervision such as assignment and care of rooms, dress, conduct, etc., are handled at the direction of the respective Deans. If some request for particular treatment is received from the parent or guardian, it should come in writing at least one week before action is taken, that the College may indicate just how far it can comply with the wishes of the parents.

What to Bring.—The bedrooms are equipped with beds, mattresses, pillows, and straight chairs. It is therefore necessary that students and teachers provide six table napkins, at least three sheets, three pillow cases, heavy bedding, towels, soap, and such room decorations as they use. Each student should have rubbers, umbrella, and a rain coat in addition to a heavy coat for cold weather. The young ladies bring bedding for double beds, but the men's dormitory is furnished with single beds.

New Students—All relations of students to other students is based on the American idea of "No government without the consent of the governed." Students enroll expecting to be governed by the Faculty or their appointees. Occasionally some student acts as foreman or supervisor, at the appointment of the Faculty, and he is thereby entitled to respect and obedience so far as his specified authority extends. When a group of students meet and enact rules or regulations governing their conduct, they are individually responsible for the observance of those rules and for obedience and respect to officers elected to enforce them. When a student voluntarily or in compliance with a college regulation joins any student group or organization, it is his duty to comply with the regulations of that group or organization. Preparation for life requires that he learn to live up to his agreements.

But no student or group of students has any right to make or to enforce any regulations upon another student without his consent or his opportunity to vote on the regulations. This applies particularly to any physical treatment of the person of the new student, but includes also requirements as to dress, conduct, etc. This is clearly understood by the old students, as they have been largely instrumental in building up this tradition of Weaver College and have themselves, in the past two years, at least, entered on this basis. They return to Weaver College with the understanding that they extend to new students the consideration they have themselves received.

This custom permits all sports conducive to the development of manhood, but gives the new men the power to determine the

conditions under which they shall live while in Weaver College. The discussions preceding such votes are often tests of mental ability and invaluable opportunities for self-development.

The spirit of the old students is to incorporate the new pupils into the college family as perfectly as possible, passing on to them the best traditions of the College without forgetting the fundamental principles of Americanism.

# HABIT TRAINING

## CO-OPERATION

Athletics holds a position of the greatest influence for good or for evil. If it can be used to focus the unconquerable power of the students on some one aim and can teach every member of the college to contribute his part to that common goal, it has in it a spiritual value of the highest order. Training in the habit of co-operation and sacrifice along the common interest tend to develop that habit of thought and action which is one of the fundamental elements in all citizenship. If on the other hand athletics becomes commercialized, it is the foulest sort of a danger spot. If it becomes too prominent in the thought of the institution, it undermines the very seriousness and earnestness which the college life should produce. Weaver College recognizes both possibilities and strives to get all the good from athletics without any of the dross.

## PUNCTUALITY

Attendance at College Assignments.—College training is exceedingly imperfect if it contributes to its students facts only or even facts with some mental training. It cannot ignore the great value of habit. The habit of regular attendance upon assigned tasks is one of the elements in character which the college can establish in the developing youth. Weaver College, therefore, insists that every student must be present at every college assignment or take certain consequences. In case of absence the student should report the cause of the absence to the Dean. If the Dean considers the reason a good one, he writes an excuse for the absence. The student is then permitted to make up the work missed by accomplishing some extra assignment from the teacher. If the omitted work is not made up, the semester grade is lowered *one per cent* for each high school class exercise, and *two per cent* for each college class exercise missed. Unexcused absences cannot be made up and each counts heavily from the semester grade. Tardies count as fractional parts of absences.

Absences just before or just after any vacation count twice as much as similar absences at any other time. Any student who has three unexcused absences in any quarter shall, at the option of the instructor, be given some special assignment. Any student who has five unexcused absences in any semester shall be debarred from receiving credit for that semester's work in that course. No more than a passing grade can be secured on any make-up examination. A charge of fifty cents must be paid for making up recitations or examinations unless excused by the Dean. Meetings of a class before a student begins meeting that class are counted as absences, governed by regulations stated above.

## REVERENCE

As a Methodist school, patronized and financed largely by religious people, Weaver College gladly recognizes the value of religious training as a factor in education. It believes that any work, intellectual or moral, can be handled more successfully in combination with religious experiences than under any other influence. It strives, therefore, quietly but definitely to develop in all its students a reverence for all religious aspirations and a desire on the part of each student to secure the help that comes from the consciousness of personal acceptance of the Divine. To this end chapel exercises are held each school day and attendance at this exercise is required. *Attendance at Sunday School and at the morning church service each Sunday is also required.* Once or twice during the year an evangelist is brought to the campus as a guest of the College to hold a meeting which usually lasts only a few days. Attendance on these meetings is also a part of the College assignment. The Epworth League holds Vesper services every Sunday afternoon during the college year. The Young Men's Christian Association conducts a mid-week prayer meeting in the men's dormitory, and a similar meeting is held in Crutchfield Hall. Personal work is in progress a great deal of the time and there is a constant influence directed against all unchristian acts. The attitude of the teachers and the majority of the students makes the campus a stimulating place for the development of moral and spiritual fiber.

## BUSINESS TRAINING

In addition to the habits of co-operation and citizenship which can be gained through athletics; the promptness and reliability acquired by regularity at class and chapel roll call; and the habit of reverence gained through the religious interests, Weaver College considers that business accuracy and dependability is another habit essential in character training. It therefore lays down cer-

tain reasonable regulations in regard to the payment of fees, and strives to cultivate this habit as it does others by connecting satisfaction with obedience to rules and some displeasure and annoyance with disregard for them.

ADVANCE PAYMENTS.—The rates of Weaver College are as low as possible for the accomplishment of the business it sets out to do for its students. These rates are not padded with a per cent for loss on bad accounts which is certain with a credit system, and the rates are therefore payable quarterly in advance unless special arrangement is made for another system more convenient for the patron. A two per cent discount is allowed where fees are paid in advance for the quarter.

Where patrons cannot conveniently pay for as much as one-fourth of the school year at a time, advance payments for one-half quarter without discount are acceptable, but this is the smallest unit by which fees are paid. If a student leaves in good standing for some reason acceptable to his parents and to the college, those fees paid in advance will be refunded to the end of the half quarter in which he leaves, but no refund is made for the current half quarter. It has been found that this much margin is essential to stability where no profit margin is provided.

Students will not be classified nor assigned any space in the dormitory or dining room until fees have been paid or satisfactory arrangements made. In order to secure the full benefit of the business training offered here, it is advisable that patrons make the students responsible to a large extent for handling their money. Students should carefully examine all bills before paying them or sending them home for payment. They should either pay by check or be sure to get a receipt from the proper official for every penny paid in. They should have accessible enough money for their books, school supplies and incidental expenses and for emergency calls such as sudden calls home or unexpected illness. This money can be deposited in the local bank or can be taken care of by the college. Each student should be careful not to go into debt unnecessarily and should be particularly scrupulous never to leave an unsecured debt in the town.

It is firmly believed that patrons who will co-operate cordially with the college in its efforts to inculcate habits of fraternal co-operation, of regularity and promptness in meeting obligations, and of reverence for holy things, will find more real value from this extra-curricular training than from all the class work put together.

# RATES

On the basis of payments in advance for all that the students receive, Weaver College is able to offer surprisingly low rates considering the material, intellectual, and moral advantages which these rates only partly pay for.

## EXPENSES PER SEMESTER.

| | |
|---|---|
| Matriculation Fee, payable by all students in any department | $ 5.00 |
| Student Activity Fee, including Athletic and Literary Society dues, payable by all literary students | 3.00 |
| Library Fee, payable by all literary students | 1.00 |

## EXPENSES PER QUARTER

| | |
|---|---|
| Literary Tuition | $12.38 |
| Table Board | 31.50 |
| Room, Heat and Light | 12.38 |
| Property Damage Deposit, payable by all boarding students | 1.00 |

### Extras.

| | |
|---|---|
| Music Tuition, personal instruction of Director | 18.00 |
| Music Tuition, instruction of teachers as assigned by Director | 11.25 |
| Theory, Harmony, History of Music and Appreciation classes, per semester hour | 1.00 |
| Expression Tuition, individual instruction | 11.25 |
| Expression Tuition, class instruction | 2.50 |
| Domestic Science Tuition | 9.00 |
| Domestic Art Tuition | 9.00 |
| Shorthand Tuition | 9.00 |
| Typewriting Tuition, including use of typewriter | 6.75 |
| Bookkeeping Tuition | 11.25 |
| Business English, Business Arithmetic and Commercial Law classes, each | 3.38 |
| Full Commercial Course | 22.50 |
| Piano Practice Fee, two hours per day | 2.50 |
| Science or Domestic Laboratory Fee, College Courses | 1.00 |
| Science or Domestic Laboratory Fee, High School | .75 |
| Laboratory Breakage Deposit, Chemistry students | 1.00 |
| Separate Meal to Guests charged to student visited | .25 |

Board during summer and Christmas vacations at Summer School rates.

The conduct of students in residence during holidays must be satisfactory to the College authorities.

Damage and Breakage Deposits are adjusted at the end of each quarter, excess over damage being credited on the next quarter's deposit and the final excess being refunded at Commncement.

The minimum fees for a boarding student taking no "extras" will thus amount to $244.00 for the nine months or to $239.14 if advantage is taken of the discount for advance payments. The $239.14 is payable $64.95 on Registration Day, September 3, 1925; $55.12 on November 9, 1925; $63.95 on January 25, 1926; and $55.12 on March 29, 1926. Fees for the "extras" are also due on the same dates and are subject to the same percentage discount.

Matriculation, Student Activity, and Library Fees are payable at the beginning of the semester and cannot be divided. Since rates are based on a cash-in-advance system, carelessness in making prompt payments cannot be tolerated beyond a very few irregularities. If statements repeatedly fail to bring results, tuition and board privileges cannot be continued to students. In no case shall a student take his baggage away from the dormitory unless his account is settled in full. Credit for class work is never recorded until the fees for that semester have been settled in full. Students wishing their bills and reports sent to parent or guardian should so notify Secretary, but this does not relieve student from penalties resulting from delay in payment.

## MINISTERIAL STUDENTS

No tuition charge is made to itinerant preachers or their children. Young men preparing for the ministry are allowed to make notes for their tuition with the understanding that these notes will be cancelled when they begin their active ministry. This proposition is offered only to those whose lives indicate Christian principles. Those who use tobacco or indulge in other habits unbecoming the ministerial profession cannot expect this help.

## SELF-HELP.

A limited amount of work is available for students who wish to reduce their college fees below catalogue rates. As a rule the greater part of this work is promised before Commencement for the next college year to those who have already proved their earnestness by at least six months residence at Weaver College.

Some tasks, however, are available for new students who demonstrate their ambition by success with their studies, by good conduct, and by satisfactory performance of the work assigned them. All promises of work are contingent upon success in these three respects.

# GENERAL REGULATIONS

1. No sudents under fifteen years of age are admitted.

2. All students must have completed at least nine grades of public school work.

3. No student will be admitted to classes or other privileges of the college without paying all fees due on entrance, and being classified by the faculty. A student is considered as a member of a class until his discontinuance has been sanctioned by the teacher and the Dean.

4. No High School student shall carry more than five units and no College student more than nineteen hours at a time.

5. Students must, when possible, present certificates of honorable dismissal and credits from former schools.

6. It is very important that students enter the first day.

7. Assignment of room is tentatively made in consideration of the date of application and of previous record in the college. Changes in assignments can be made at any time by the proper college authority.

8. Extra charges will be made for meals served in rooms.

9. All trips off the campus and the reception of visitors must be with the consent of the college on permission from parent or guardian. If parents leave the matter to the discretion of the Faculty, general and special permissions will be granted liberally so long as the conduct of the student shows sufficient maturity and good judgment.

10. All requests from parents should be written or properly confirmed. Notice of requests must be given sufficiently in advance to assure time for correspondence, if deemed necessary.

11. Every student is expected to be present at every task assigned him. There is no more demoralizing habit for a student than that of irregularity in work, and for this reason every legitimate means will be used to avoid the formation of such a habit.

12. The President or his representative must be consulted about socials, entertainments, periodicals, or public performances of any kind, and he reserves the right to veto any plan which is not, in his judgment, for the good of the college or of any individual.

13. Any act contrary to the rules of the Methodist Church or to the laws of the land is prohibited by the college without further notice. This includes especially card playing, dancing, profanity, gambling, hazing, using or dealing in liquor, immorality, and dishonesty.

This regulation applies to students on trips for contests and at all other times when the College is responsible for them.

14. Damage to college or personal property shall be paid for by those involved in its destruction. When it is impossible to discover the party or parties doing the damage, the cost shall be divided equally among the occupants of the room, or the building.

15. Any student who withdraws at any time other than after Commencement can secure Honorable Dismissal only by giving notice to the Dean with written permission from guardian, if a minor, and by leaving all financial obligations fully paid.

16. The Faculty may waive or modify or extend the General Regulations for the good of the pupil, in unusual cases.

# ADMISSION REQUIREMENTS

Weaver College offers five different methods of admission to the College department; but entrance to college classes does not necessarily mean admission to candidacy for a diploma. The High School and College requirements for graduation are described on pages 37-40 of this catalogue.

1. The presentation of a diploma from a high school accredited by the North Carolina Board of Public Instruction or by the Southern Association of Accredited Colleges and High Schools.

2. The presentation of certificates showing credits for fifteen Carnegie units from accredited high schools.

3. The presentation of certificates showing credit for less than fifteen units from accredited high schools and the passing of detailed examinations on other subjects to secure the remaining fifteen credits.

4. The presentation of a diploma or certificate showing credit for fifteen units from non-accredited high schools and the passing of a general examination designed to determine whether or not the student has the general knowledge and the mental ability to assure success in the Freshman class.

5. Special students, twenty years of age or more, may be accepted upon evidence of knowledge and ability sufficient to do successfully the special college work they desire. Diplomas are not awarded to special students until all high school and college requirements have been met, but certificates of work accomplished may be secured when any group of studies has been successfully completed.

Entrance examinations both general and detailed will be given on Tuesday and Wednesday, September 1-2, 1925.

SUMMER SCHOOL.—The College offers a six weeks summer school beginning July 21, 1925, and closing August 29, 1925. One of the purposes of this session is to permit students slightly deficient in credits or those who come from non-accredited high schools to meet with competent teachers in the mountains to supplement deficiencies in credits or to review for general entrance examinations.

## EXPENSES FOR THE SESSION

| | |
|---|---|
| Board and room rent | $35.00 |
| Tuition, one high school unit | 15.00 |
| Tuition charges for less than one unit, proportionately less. | |
| Tuition in College, per each semester hour | 2.50 |
| Piano or Voice, twelve lessons in the six weeks, with Director | 15.00 |
| Use of practice pianos, two hours daily | 4.20 |
| Bookkeeping and Shorthand, each, per daily hour of supervision | 2.50 |
| Typewriting, instruction and two hours daily practice, for the session | 8.00 |
| Expression, twelve lessons, individual instruction | 9.00 |
| Expression, twelve lessons in class | 6.00 |
| Domestic Science or Art, per semester hour | 2.50 |
| Laboratory fees, College for 6-hour course | 5.00 |
| Laboratory fees, High School, per unit | 4.00 |

Those interested in the Summer School should write for special Summer School folder, which describes the courses, lists the Faculty, and outlines conditions generally. Not more than one high school unit of new work or eight college semester hours credit can be obtained in a six weeks summer school.

# COURSES OF STUDY

Weaver College offers five two-year courses of study:

I. CLASSICAL COURSE.—This course consists largely of language and mathematics and is intended to fit its students for entrance to the junior year of a four-year college or university with such credits as to make possible the securing of the A. B. degree in two years.

II. EDUCATION COURSE.—This involves Language, Education and Religious Education and is designed to fit its students for junior work in the department of Education or Religious Education in a four-year college or university. Those who finish this course are also reasonably well prepared to teach in public or

church schools and to serve their day and generation as well-informed citizens of the world.

III. Business Administration.—This course deals largely with economics, business geography, and salesmanship and leads to junior work in Business Administration in the four-year colleges. It also serves quite well to fit for business life those who are not able to take a degree.

IV. Music Course.—This involves a considerable amount of study of the theory and practice of music and prepares its successful students for junior work in the Bachelor of Music course. It also fits talented young people for considerable efficiency as performers or music teachers.

V. General Course.—This is a course intended to fit intimately into the personal needs of each individual student. Approximately half of this course is made up of the back-bone of junior college work, while the other half is elective. Thus the man or woman who has definite plans for usefulness in home, church, or state can select just the work that is useful to him without too much dictation from the traditional course of study.

The high school units required for admission to each of these courses of study and the college requirements for graduation are tabulated below:

Classical Course looking to the Bachelor of Arts degree.

Entrance requirements:

| | Units |
|---|---|
| English | 3 |
| Mathematics | 3 |
| Foreign Languages | 3 or 4 |
| History | 1 |
| Electives | 5 or 4 |
| Total | 15 |

Requirements for Graduation:

| | Semester Hours |
|---|---|
| English | 12 |
| Mathematics | 6 |
| Foreign Languages | 18 |
| Science | 6 |
| History | 6 |
| Religious Education | 6 |
| Physical Education | 4 |
| Elective | 10 |
| Total | 68 |

EDUCATION COURSE, looking to A. B. or B. S. in Education or Religious Education, or to the profession of teaching.

Entrance Requirements:

| | Units |
|---|---|
| English | 3 |
| Mathematics | 3 |
| Foreign Languages | 4 |
| History | 2 |
| Electives | 3 |
| Total | 15 |

Requirements for Graduation:

| | Semester Hours |
|---|---|
| English | 12 |
| Mathematics | 6 |
| Foreign Langugaes | 12 |
| Science | 6 |
| History | 6 |
| Economics | 6 |
| Religious Education | 6 |
| Education | 6 |
| Physical Education | 4 |
| Electives | 4 |
| Total | 68 |

BUSINESS ADMINISTRATION COURSE, looking to A. B. or B. S. in Business Administration, or a business career.

| | Units |
|---|---|
| English | 3 |
| Mathematics | 3 |
| Foreign Languages | 2 or 4 |
| History | 2 |
| Electives | 5 or 3 |
| Total | 15 |

Requirements for Graduation:

| | Semester Hours |
|---|---|
| English | 12 |
| Mathematics | 6 |
| Foreign Languages | 12 |
| History | 6 |
| Religious Education | 6 |
| Economics | 16 |

| | |
|---|---|
| Physical Education | 4 |
| Electives | 6 |
| Total | 68 |

MUSIC COURSE, looking to B. Mus. degree in a four-year college, or to a Certificate of Proficiency from Weaver College School of Music.

Entrance Requirements:

| | Units |
|---|---|
| English | 3 |
| Mathematics | 2 |
| Foreign Languages | 3 or 4 |
| History | 1 |
| Applied Music | 1½ |
| Electives | 4½ or 3½ |
| Total | 15 |

Requirements for Graduation:

| | Semester Hours |
|---|---|
| English | 12 |
| History | 6 |
| Foreign Languages | 12 |
| Religious Education | 6 |
| Physical Education | 4 |
| Theory of Music | 18 |
| Applied Music | 4 |
| Electives | 6 |
| Total | 68 |

GENERAL COURSE, looking to immediate entrance upon the responsibilities of life.

Entrance Requirements:

| | Units |
|---|---|
| English | 3 |
| Mathematics | 2 |
| History | 1 |
| Electives | 9 |
| Total | 15 |

Requirements for Graduation:

| | Semester Hours |
|---|---|
| English | 12 |
| Mathematics or Science | 12 |
| History | 6 |

| | |
|---|---|
| Religious Education | 6 |
| Physical Education | 4 |
| Electives | 28 |
| Total | 68 |

# GRADUATION REQUIREMENTS

1. All high school as well as all college requirements must be satisfied before any diploma is secured.

2. Credit is never allowed for only one year of any language.

3. Applied Music courses of college grade to the limit of four semester hours and Theory of Music courses not to exceed six semester hours may be counted as electives in the General Course.

4. All electives are subject to the approval of the faculty.

5. In addition to the quantitative requirements already described for graduation, it is required that an average of at least 80% be made either in the senior year or in the two college years on all courses counted for the diploma.

6. Diplomas certify to correct deportment as well as to intellectual attainments, and the College Attitude grade must therefore average at least II (80%) during the senior year.

7. Diplomas will not be granted to those who are known to have at the time obligations to the college or to others unless these obligations have been arranged for in some way satisfactory to the creditor.

# DESCRIPTION OF COURSES

Courses numbered with "f" or "s" are offered in the first or second semesters, respectively. All others extend through both semesters and credit is not given for either semester alone.

## DEPARTMENT OF ECONOMICS AND BUSINESS ADMINISTRATION

CIf.—The Business Organization of Society (three semester hours).

An elementary course in economics required of all students in the Business Administration group. The aim of this course is to give a general background to the field of Economics. The same topics are taken up as in Economics II, but on a much smaller scale.

Text: Faubel, "Principles of Economics."

CIs.—Industrial and Commercial Geography (three semester hours).

This is logically a continuation of Economics CIf. All students who intend later to take up agriculture or go into business would do well to take this course. A study of the geography, natural resources, commerce, and production of different countries in the world is made, with special reference to the United States. Graphic and statistical charts showing the relative rank of the United States with other nations are made by the students at various times. A careful study of the map of the world is made, and students are required to fill in outline maps.

Text: Huntington and Williams, "Business Geography." (Revised.)

CII.—Principles of Economics (six semester hours).

A general survey of the principles of Economics. Industrial history and economic development, production, value and exchange, money and banking, public finance, international socialism, and the Federal Reserve System are considered in turn. Collateral reading required of all students in Business Administration.

Prerequisite—Economics CI.

Text: Ely, "Outlines of Economics." (Fourth edition.)

CIII:—Salesmanship and Marketing (two semester hours).

This course is intended to meet the need of those who expect to enter the salesmanship field or engage in any business that brings one in constant contact with the public. The qualifications of a good salesman; the psychology of selling; analysis of a sale—the approach, clinching the point, concluding the sale; the organization of a sales department; advertising; principles and methods of various markets. Practical problems in selling and marketing are given and an attempt made to solve them.

Lectures, collateral reading, and reports.

Text: Stevenson, Constructive Salesmanship and Problems and Projects in Salesmanship.

CIIIs.—Sociology, an introductory course (two semester hours).

This course is especially recommended to those preparing for the teaching profession and much emphasis is placed on educational problems of today. No attempt is made at completeness of treatment of any topic, but the fundamental influences affecting group life and action and the fundamental needs of mankind are outlined. Study of the family and such problems as the divorce

evil, immigration, poverty, crime, the negro problem and problems of our modern municipalities is made.

Lectures; much supplementary reading; class reports and notebook work.

## DEPARTMENT OF EDUCATION AND RELIGIOUS EDUCATION

EDUCATION—CIf—HISTORY OF EDUCATION IN ANCIENT AND MEDIEVAL TIMES (three semester hours) in first semester.

History of primitive, oriental, early European, and medieval education, with reference to the philosophy involved. This course includes enough of an introduction to philosophy to enable a mature student to read much philosophical literature with some comprehension. The relation of philosophy to religious problems is considered. The chief objective of the course is the discovery of the origins of modern educational conceptions that they may be more thoroughly understood.

EDUCATION CIs—HISTORY OF EDUCATION IN MODERN TIMES (three semester hours) in second semester.

History of educational progress since the Reformation with emphasis upon the development and significance of the modern theories and methods in use in American schools. The historical study is made a basis for reaching conclusions in regard to problems of curriculum, of specialization, of school administration, of methods of teaching.

Textbook, library work, and notebook.

EDUCATION CIIf—THE SCIENTIFIC STUDY OF EDUCATION (three semester hours) in first semester.

A general survey of the educational problems of the present day. The importance of education; the governmental, curricular, and theoretical aspects; costs, building, extension work; individual differences and individual needs; specialized education; the junior high school.

Textbook, lectures, collateral reading, notebooks, and reports.

Text: Judd, "Introduction to the Scientific Study of Education," first fourteen chapters.

(Not offered in 1925-'26 unless at least ten apply for it).

EDUCATION CIIs — THE SCIENTIFIC STUDY OF EDUCATION (three semester hours in second semester).

Practical application of results in Education CIIf to every day duties of the classroom. Tests and measurements, methods of teaching, classroom management, administration, supervision, hygiene, teacher training.

Textbook, with much supplementary reading, notebook work, reports, practice teaching.

Text: Judd, "Introduction to the Scientific Study of Education, chapters XV-XXIII.

EDUCATION CIIIf—EDUCATION PSYCHOLOGY (three semester hours in second semester. Meets with Religious Education CIIf.)

Study of the mental powers with a view to their proper training for the development of character; the relation of the mind to the body; modern psychological discoveries and theories used constructively.

Textbook, lectures, references, notebook, and laboratory.

Text: Bennett, "Psychology and Self-Development."

EDUCATION CIIIs—EDUCATIONAL SOCIOLOGY (three semester hours.)

Meets with Economics CIIIs.

RELIGIOUS EDUCATION CIf—THE OLD TESTAMENT FOUNDATION OF CHRISTIANITY (two semester hours) in first semester.

A study of Old Testament history, poetry, and prophecy, with special reference to modern religious problems, including theories of evolution and inspiration and questions of applied religion. Readings, chiefly in the Bible; tabulations of Bible references. Recitations, lectures, references, notebooks.

Text: American Revised Version of English Bible.

RELIGIOUS EDUCATION CIs—THE NEW TESTAMENT BEGINNINGS OF CHRISTIANITY (two semester hours) in second semester.

Biography of Jesus and history of early church. Significance of miracles and parables of the Master. Social and devotional teachings of Christ. Life and epistles of Paul. Paul's part in the establishment of the Church.

Recitations, readings, lectures, reports.

Text: American Revised Version of the English Bible.

RELIGIOUS EDUCATION CIIs—ADMINISTRATION OF RELIGIOUS EDUCATION (two semester hours).

Organization and administration of the Sunday School, young people's societies, missionary and laymen's movements, weekday and vacation Bible school. The church and society.

Lectures, much reading, written and oral reports.

RELIGIOUS EDUCATION CIIf—PSYCHOLOGY (three semester hours).

A study of character formation, viewing in that light the vari-

ous mental activities and the relation of each to the nervous system.

Textbook, references, lectures, notebook, and laboratory.

Text: Bennett, "Psychology and Self-Development."

## ENGLISH DEPARTMENT

The aims of the English Department are two-fold: (1) to acquaint the student with the principles governing the correct speaking and writing of the English language; (2) to give training in literary interpretation and appreciation through an acquaintance with the master-pieces of English literature.

Clf.—Composition and Rhetoric (three semester hours, Fall semester.)

Weekly themes, stressing particularly punctuation, sentence structure, paragraph sense. Narration, description, exposition. Study of style from the masters. Supplementary reading. Study of a few authors as literature.

Text: Century Handbook and Classics, Slater Freshman Rhetoric.

CIs.—Rhetoric and Composition (three semester hours, Spring semester.)

Study of literature for appreciation, two hours. Weekly themes, one hour. Argumentation and College Journalism. Supplementary reading.

Text: Classics and Century Handbook, Slater Freshman Rhetoric.

CII.—History of English and American Literature (six semester hours through the year.)

A general survey of Literature; parallel reading. Writing of one long paper connected with some department of the student's college work. Composition work once each week.

CIII.—Shakespearean Drama (six semester hours through the year.)

Fifteen plays which will include a careful study of the tragedies and comedies, showing a development of the poet's mind and art. Essay writing on selected subjects.

Offered in 1925-1926 if at least six students apply for it.

CIV.—Victorian Literature (six semester hours.)

An intensive study of Tennyson and Browning, with works of Rosetti, Arnold, Morris, Swinburne, and minor Nineteenth Century Poets.

Not offered in 1925-1926.

## EXPRESSION DEPARTMENT

The purpose of this department is the development, culture and control of the body and mind for the expression of thought, will and feeling. The following courses are taught and comprise three years work for the average student:

C-1.—Delsarte Philosophy and Pantomimic Expression, (six semester hours.)

Laws of gesture; harmonic poise; gesture of poise, of ease, grace and power; rhythmical steps; illustrations and discussions; pantomimic problems; dramatic action; studies of standard selections.

Text: Curry, "Practical Elocution," Bk. I.

C-II.—Creative Expression. (Six semester hours.)

Extemporaneous speaking; narration; lyric poetry; humorous monologues; dramatic studies; dramatic thinking; dramatic rehearsal and public appearance in recital during year.

Text: Curry, "Advanced Elocution," Bk. I.

C-I.—Public Speaking.—(One to three semester hours.)

Enunciation, gesticulation, memorizing, declamation; dramatics; debating, including both composition and delivery.

Lectures; readings; notebooks; individual practice. Credit depends upon time devoted to the course.

C-II.—Public Speaking. (One to three semester hours.)

Continuation of Public Speaking C-I.

## DEPARTMENT OF FOREIGN LANGUAGES
## FRENCH

CI.—Grammar, Composition, Conversation, Reading (six semester hours.)

Advanced grammar, composition and conversation, and collateral reading of French texts.

Texts: Le Verre d' Eau (Scribe); Le Bourgeois Gentilhomme (Moliere); Rosalie and Le Chauffeur (Maurey); Racine's Andromaque; Le Barbier de Seville (Beaumarchais) Corneille's Le Cid.

CII.—Advanced Grammar, Composition, Conversation, and Collateral Reading (six semester hours.)

Texts: Le monde ou l'en, s'ennuie (Pailleron); Le Malade Imaginaire (Moliere); Sans Famille (Malot); Ten Short Stories (Maupassant); Hugo's Hernani; Racine's Atalie.

Not offered in 1925-26.

## GREEK

GREEK CI.—BEGINNER'S GREEK (six semester hours.)

A thorough drill in the elementary principles of Greek.

Text: Benner and Smyth.

GREEK CII.—SECOND YEAR (six semester hours.)

Xenophon's Anabasis. A thorough review of syntax. Attic forms.

## LATIN

LATIN CI.—LIVY AND HORACE (six semester hours.)

Exercises in sight translation and prose composition. Study of the history, life, and mythology of the Roman people. Attention will be given to the lives, times, and works of the principal characters in their literature.

Text: Livy, two books; Horace, Odes and Epodes.

LATIN CII.—RAPID TRANSLATION (six semester hours.)

Attention directed to an appreciation of the literary value of the author studied. Individual research encouraged. In all courses the history contributes largely to the best understanding of the read. Prerequisite—Marks of I or II in Latin CI.

Text: Cicero, selected letters. Pliny, selected letters; Plautus, two plays; Terence, one play.

Not offered in 1925-26 unless at least six students register for it.

## SPANISH

SPANISH I.—GRAMMAR AND READING (six semester hours.)

Spanish Grammar: Olmsted's First Course.

Libro Primero de Lectura (Carlos de la Torre y Huerta.)

Libro Segundo de Lectura (same author as First Reader.)

The object here is to use the direct method almost exclusively, with texts imported from Spanish-speaking countries.

SPANISH II.—READING AND GRAMMAR (six semester hours.)

Spanish Grammar: Olmsted's First Course, completed.

Geografia de Cuba. (Aguayo y de la Torre y Huerta.)

El Capitan Veneno: Hartzenbusch.

La Coja y el Encogido: Hartzenbusch.

The direct method is used as far as practicable. Much attention is given to the acquiring of a readiness in speaking and understanding colloquial Spanish.

C-I (f.)—History of Western Europe, 375-1715. (Three semester hours.)

This course deals with the background of Modern History from the time of the barbarian invasions to the Treaty of Utrecht. Beginning with a general survey of the sources of historical knowledge and the importance of the study of history a brief study is made of the conditions in Western Europe immediately preceding the barbarian invasions, followed by a comprehensive study of such significant events and institutions as: the rise and growth of the papacy, feudalism, the Crusades, the mediaeval church, the rise of nationalities, the Renaissance and the Reformation. Special emphasis is placed on the part the church has played in the history of Western Europe since the earliest times.

Lectures; class reports; collateral reading; maps.

Text: Robinson, "History of Western Europe," Vol. I.

Robinson, "Readings in European History." (Abridged.)

C-I (s)—History of Western Europe, 1715-1924. (Three semester hours.)

This is logically a continuation of the fall semester and is devoted to a study of Western Europe in modern times. Much emphasis is laid on developments in the nineteenth century, including: the development of European states, the Industrial Revolution, imperialistic tendencies of various European states. The World War is studied in detail and efforts for international peace are taken up.

Lectures; class reports; collateral reading; maps. A term paper is required of all students who take this course both semesters.

Text: Robinson, "History of Western Europe," Vol. II.

Robinson, "Readings in European History." (Abridged.)

Atlas of Europe and the World War.

CII.—History of the American People (six semester hours.)

This is a more detailed and exhaustive course than H4. Attention is given to the deeds of inventors, pioneers, captains of industry and labor as well as to statesmen and warriors. Those topics which bear upon our economic development are emphasized. Throughout the course emphasis on the "new" in history is made. This course is based largely on the theory that it is the common people who really make history.

Lectures, collateral reading, class reports, map studies, and a term paper.

Text: Forman, "Our Republic" (College Edition.)

## DEPARTMENT OF HOME ECONOMICS

Domestic Science CI. (Six semester hours.)

This course includes a study of food-stuffs; intelligent selections, combinations and preparations of food; elements found in body classification of foods; the potato as a typical carbo-hydrate food, vegetables, nuts, wheat, flour, cereal, milk, eggs, etc.; food cookery; preparation of meals; invalid cooking; preparation of dining table service and manners; salad and desserts; serving banquets.

Two double laboratory periods and one recitation a week.

Text: Vulte and Vanderbilt, "Food Products."

Domestic Science. CII. (Six semester hours.)

Advanced cooking; garnishing and decorating (a) foods, (b) table, (c) dining room; fancy cake-making; candy making; salads; serving; making menus and budgets; study of dietetics, of proteins, fats, carbo-hydrates, minerals and water; feeding (a) over-feeding, (b) under-feeding; factors influencing diet; balanced rations.

Students taking this course will be required to do fifteen hours practice teaching.

Two double laboratory periods and one recitation a week.

Text: Pattee, "Practical Dietetics."

Domestic Art CI. (Six semester hours.)

Garments for pupils; use of patterns; work on machine, and care and use of machine; dresses planned and designed; study of textiles; dressmaking and millinery, remodelling included; designing costumes for all occasions. Note books required of all students. Parallel reading.

Two double laboratory periods and one recitation per week.

Domestic Art CII—(Six semester hours.)

Advanced sewing, advanced dressmaking, costume design, history of costume, crude and chemical tests for adulteration in materials.

Two double laboratory periods and one recitation per week.

## MATHEMATICS DEPARTMENT

CIf.—Solid Geometry (three semester hours).
ter.)

Lines and planes in space; dihedral angles; polyhedral angles;

area and volume of polyhedrons, cylinders, cones, and spheres; numerous original exercises.

Text: Wentworth-Smith.

CIs.—Plane and Spherical Trigonometry (three semester hours.)

Definition of trigonometrical functions; derivation of formulae with their application; solution of plane triangles and spherical triangles, with many practical problems.

Text: Wells' New Plane and Spherical Trigonometry.

CIIf.—College Algebra (three semester hours in Fall.)

Review of fundamental operations, factors, fractions, equations. Progressions, permutations and combinations, mathematical induction, theory of equations, determinants, inequalities, logarithms, variation, infinite series, theory of investment.

Text: Fite's College Algebra.

CIIs.—Analytic Geometry (three semester hours in Spring.)

Loci and their equations; straight lines, circles, the parabola, the ellipse, the hyperbola, with many supplementary problems.

## DEPARTMENT OF MUSIC
## THEORY

Ear Training CI. (Two semester hours.)

Exercises based on the major scale; notation, studies in rhythm, motives, phrases; development of ability to make natural intervals of the scale readily by ear; studies in writing simple rhythms after hearing them; exercises based on the minor scale; ability to name intervals after hearing; thorough study of all intervals and their inversions; compound rhythms; invention of simple one-voiced phrases. One hour a week.

Ear Training CII. (Two semester hours.)

Continued study of intervals and rhythms; exercises in writing short phrases and intervals after hearing; study of triads and simple modulations; cadences and their office; exercises in thinking and writing two parts. One hour a week.

Prerequisite: Course CI.

Music Appreciation CI. (Two semester hours—one hour a week.)

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Introductory theory; notation of pitch; duration, force; timbre or color; the scales; physical basis of music; vibration of strings; overtones, tempered scale; pitch; classification of vibrations; tempo; rhythms; accents; musical groups; embellishments. Re-

quired of students taking B. Mus. and Certificate courses.

Music Appreciation CII. (Two semester hours—one hour a week.)

Musical form; music as a language; analogy between music and language; figures and their treatment; thematic development; contrapuntal forms; monophony; homophony; polyphony; precursors of the sonata; other sonata forms; symphony; the orchestra and its instruments; the string section; the woodwind; the brass; instruments of percussion; orchestral score. Required of students taking B Mus. and Certificate courses.

Harmony CI. (Four semester hours—two hours a week.)

The scale; elements of melody; exercises in melody writing; intervals; harmonic structure; tonality; principal triads of the scale; distribution of parts; four-part harmony; connection of principal triads in four-part harmony; close and dispersed harmony; inversion of triads; chord of dominant seventh and its inversions; chord of ninth and its inversions; harmonizing melodies. Required of students taking B. Mus. and Certificate courses.

Harmony CII. (Four semester hours—two hours a week.)

Continuation work of Course CI; minor and diminished triad; secondary triads; modulation; passing notes; suspensions; chromatically altered chords. Required of students taking B. Mus. and Certificate course. Course CI prerequisite.

History of Music CI. (Four semester hours—two hours a week.

Music of antique races; first Christian centuries; Hucbald Guido, etc.; minnesingers, meistersingers, etc.; epoch of the Netherlands; Palestrina and the Roman Schools; Orlando di Lasso and the North Italian masters; the Renaissance and rise of opera and oratorio; the German Chorale; English madrigal writers; instruments and instrumental music in the sixteenth and the beginning of the seventeenth centuries. Required of students taking B. Mus. and Certificate courses.

History of Music CII. (Four semester hours—two hours a week.

Bach and Handel; Haydn, Mozart and Beethoven; the Romantic composers; dramatic music in Italy, France and Germany; Wagner and his music dramas; composers of the last twenty-five years. Required of students taking B. Mus. and Certificate courses. Course CI prerequisite.

## APPLIED MUSIC

PIANOFORTE CI.—TECHNICAL STUDIES (Two semester hours.)

Czerny, Op. 299, Books 3 and 4. Berens, Op. 61, Books 3 and 4. Heller, Op. 45 and 46. Duvernoy, Op. *20. Octave studies continued. Bach Inventions, (two parts.) Haberbier, Op. 53. Lebert and Stark, Part II. Sonatas by Haydn, Mozart, Beethoven, and others. Mendelssohn's Songs Without Words. Field's Nocturnes. Selections from other composers.

Two lessons per week and two hours practice daily.

PIANOFORTE CII.—TECHNICAL STUDIES. (Two semester hours.)

Cramer, Lebert, and Stark, Part III. Czerny, Op. 740 and 40 Daily Studies. Gradus ad Parnassum. Kullak Octave Studies. Bach Inventions (three parts.) Sonatas. Selections from Chopin, Mendelssohn, Grieg, Raff, and others.

VOICE TRAINING CI.—SOLO SINGING. (Two semester hours.)

Rules for breathing and their practical application; formation of tone; original studies for development of tone. Exercises by Concone, Books I and II, Op. 9; Sieber, Op. 92-97; Simple English Songs; Simple Italian Songs.

Two lessons per week and two daily practice periods.

VOICE CII.—SOLO SINGING. (Two semester hours.)

Exercises for development of agility. Exercises, Concone, Books III and IV; Op. 9; Concone, Op. 10 and 15; Panofka, Books I, II; Songs of medium difficulty from English and German composers. Italian Songs.

Two lessons per week and two practice periods daily.

## PHYSICAL EDUCATION

PHYSICAL TRAINING CI. (Two semester hours.)

Each boarding student is required to take some form of exercise and of health study until four semester hours credit have been obtained. The exercise will be in such form as the Faculty may direct, preferably in some organized play suited to the physical needs of the individual student. Instruction is also given in lecture form. One semester hour of credit per semester is given for four days per week of exercise or class work. Students who make the "Varsity" football or baseball teams and earn letters are given credit for the semester.

PHYSICAL TRAINING CII. (Two semester hours.)

Continuation of Physical Training CI.

CHEMISTRY I.—GENERAL CHEMISTRY (Six or eight semester hours.)

Illustrated lectures, recitations, and laboratory work on the elementary principles of chemistry, and on the occurrence, preparation, properties, and uses of elements and their compounds. Stress will be laid upon chemical reactions and and equations. This course will include an introduction to qualitative analysis. It is desirable, though not required, that students taking this course shall have taken elementary physics either in high school or college. This course runs through the year, two recitations and two or four hours of laboratory work per week.

Text: Smith's Intermediate Chemistry, revised and rewritten by Kendall and Slosson, and accompanying laboratory manual.

CHEMISTRY IIf.—QUALITATIVE ANALYSIS. (Three semester hours.)

The work of this course includes the reactions of the elementary and compound radicals with various reagents; separation of metals, and of the acid radicals; analysis of salts and minerals; fundamentals of the development of the ionic theory as applied to analytical reactions.. Mostly laboratory work.

Text: Noyes' Qualitative Analysis.

CHEMISTRY IIs.—ORGANIC CHEMISTRY._ (Three semester hours.)

While a general study of the compounds of carbon will be made in this course, special attention will be given to the physiological and biological phases of the subject in order to increase its value for those students who plan to study medicine. Lectures, recitations, and laboratory work will be incorporated in this course, though laboratory work will predominate.

Text: Remsen's and Orndorff's Organic Chemistry, and accompanying laboratory manual.

PHYSICS I.—GENERAL PHYSICS. (Six or eight semester hours).

A general study in Physics. Mechanics, heat, light, electricity, and sound are taken up. While the course is an introduction to the subject of physics, it is strictly of college grade. Demonstrated lectures, recitations, and laboratory work are co-ordinated to make the course thorough, instructive and interesting. Two recitations and two or four hours laboratory work per week.

Text: Webster-Farwell and Drew's General Physics for Colleges, and accompanying laboratory manual.

## SEMINAR

SEMINAR CV.—Individual work involving some research under the direction of the heads of the various departments. Reports are made to the College Seminar, to which papers are also contributed by members of the Faculty. Credit for students' seminar work is awarded by the directing department under the catalogue number CV.

# SCHOOL OF MUSIC

It is the purpose of the School of Music to provide a general musical education as well as the specialized training necessary for those who contemplate making music a vocation. Courses are provided meeting the requirements of both professional and cultural training. These courses afford a logical development of musical knowledge by means of technical, scientific, and interpretative training in various phases of music, with Pianoforte, Voice, and Theory as major subjects. They are accompanied by lectures, recitals, and parallel reading to stimulate imagination and broaden the musical viewpoint.

Correlated with music are such academic subjects as will give breadth and intellectual solidity to the musical development. Underlying all the work of the Department is the purpose to develop musical thinkers rather than showy, superficial performers. The generally accepted truth that music is a vital part of life is the foundation on which all the work of the Department is based.

Those who are so endowed as to make it advisable will be as highly trained in technical facility and interpretation as is possible, so that they will be prepared to continue their studies in music centers under the most highly specialized conditions, and be able to impress their real artistic and technical proficiency upon those who hear them. Hence students who finish the courses offered will be ready to enter upon an active musical career or further to carry on their study at any music school in the country with credit to themselves and to Weaver College.

For those whose endowments are not such as to warrant this extended training, courses in the Theory of Music, Music Appreciation, Musical History and collateral subjects are offered. These courses, if faithfully carried on, will enable our graduates to listen to concerts, music in the church and home, and also to express themselves musically with good understanding, supported by excellent musical taste. The message of music as an integral part of a full educational equipment will be taught.

The conditions under which work in music is carried on at

Weaver College greatly assist in the accomplishment of the purposes described in previous paragraphs. Music needs the college atmosphere, the spirit of culture and well-directed effort, and the application of the methods of orderliness and system which characterize college work. These, while not checking in the least its artistic attributes, bring to it a system in classification and a thoroughness and accuracy in the co-ordination of all phases of music education that cannot fail to result in the highest accomplishment. The earnest endeavor which characterizes Weaver College, the many influential graduates produced during its long period of activity, the enthusiasm of those now responsible for its policies, and the high ideals which stimulate it, combine to give character and educational power to the work of both instructors and students.

The courses of study offered, and the methods used in their presentation, are the result of years of testing and experience. Their value has been shown in the lives of those who have taken them, and they are offered with the assurance that they will enable the faithful student to reach the desired goal.

Students will be received in all stages of the work from elementary to the most advanced. The High School takes beginners and prepares them for entrance into the B. Mus. course, the instruction in this department leading without break in method into the advanced work necessary in the B. Mus. degree courses.

## REQUIREMENTS FOR CERTIFICATE OF PROFICIENCY

A Certificate of Proficiency will be given to students who complete satisfactorily all the work outlined in Theoretical Music and all the post graduate courses in Applied Music in either Pianoforte or Voice Training. It certifies that the recipient has completed the musical requirements for the B. Mus. degree, but has not taken the literary work required for that degree in the Junior and Senior years of a four-year college.

## POST GRADUATE STUDIES LEADING TO CERTIFICATE OF PROFICIENCY

PIANOFORTE CIII.—CONTINUATION AND EXTENSION OF PREVIOUS COURSES.

Moscheles, Op. 70. Mendelssohn, Preludes and Fugues. Kessler, Studies. Chopin, Etudes. Sonatas and selections from different composers.

Lessons and practice to accomplish required results.

PIANOFORTE CIV.—INTERPRETATION.

This course is devoted to the perfecting of work done in previous courses and the preparation of a public recital which is required for the Certificate.

Lessons and practice to accomplish required results.

VOICE CIII.—SOLO SINGING.

Finishing studies by Aprile, Vannini, Marchesi; Studies of Oratorio and Standard Opera.

VOICE CV.—INTERPRETATION.

This course is devoted to the acquirement of repertoire and the preparation of a public recital, which is required for the Certificate of Proficiency in Voice Culture.

# WEAVER COLLEGE HIGH SCHOOL

## PURPOSE

While the state of North Carolina is making wonderful strides in the development of its high school system, there are still some who are interested in high schools with boarding facilities.

I. There are still a few districts where accredited high schools with efficient teaching and wholesome atmosphere are not accessible. The stress now put upon the accrediting of the high school makes it almost necessary for students thus situated to go away from home for their high school diplomas.

II. Sometimes young boys or girls are associating with an unambitious and sometimes with an unworthy group of associates. Many times the transplanting of a young life into a denominational secondary school gives a new viewpoint which puts the student at once on a higher plane of living.

III. Many boys and girls see absolutely no possibility of carrying their education beyond the high school graduation. Nothing could be worth more to them than to spend the last year or two of their high school course in a college atmosphere under firm and sympathetic supervision.

Chiefly for these reasons it seems advisable to maintain the third and fourth years of a high school course in connection with Weaver College. This is not a side issue with Weaver College, for the courses are planned just as carefully as the college courses and are taught in practically all cases by college professors. The Weaver College High School students are admitted to the literary societies and to all the student activities of the institution. At the same time, they have the privilege of competing in high school debates and other contests between schools of that grade.

## ADMISSION

As only Third and Fourth year high school work is offered, it is necessary for students to secure credit for at least eight high school units before they come to Weaver College. It sometimes happens that students cannot carry Third year work even when they have credit for the Second year, and, when possible, Ninth grade classes are organized to prepare them for Third year work. These classes are only maintained, however, when a sufficient number of students require them.

Credits attained in any high school accredited by the North Carolina Department of Public Instruction or by other recognized accrediting agencies are recognized by the Weaver College High School when properly certified. Students who ask credit for work not properly certified from an accredited school can obtain credit by passing examinations on the work they offer. In some cases, successfully carrying advanced work in a subject will automatically give credit for the elementary work in that particular subject. Each high school class recites five times per week—sixty minutes per day. Approximately half of the period is devoted to recitation and the other half to supervised study. The High School science classes have the use of the college laboratory, and the college library is accessible to high school students.

## GRADUATION

Credit may be allowed on the following elective subjects to the amount specified opposite each subject:

| | Units |
|---|---|
| English | 4 |
| History | 3.5 |
| Mathematics | 4 |
| Greek | 3 |
| Latin | 4.7 |
| French | 3 |
| German | 3 |
| Spanish | 2 |
| Botany | .5 or 1 |
| Chemistry | .5 or 1 |
| Physics | .5 or 1 |
| Physiology | .5 |
| Zoology | .5 or 1 |
| General Science | .5 or 1 |
| Physiography | .5 or 1 |
| Drawing | 1 |
| Commercial Geography | .5 |

| | |
|---|---|
| Vocational Agriculture | 2 |
| Pedagogy | 3 |
| Bookkeeping | .5 to 1.5 |
| Commercial Arithmetic | 1 |
| Shorthand | .5 |
| Commercial Law | .5 |
| Typewriting | .5 |
| Business English | .5 |
| Civics | .5 or 1 |
| Manual Training | 2 |
| Home Emonomics | 2 |
| Bible | 2 |
| Music | 2 |
| Expression | 2 |

A unit of credit is based on 120 clock hours work. Science courses without laboratory count only one-half unit. Students wishing to receive a full unit's credit on science work must present neatly kept laboratory note-books or manuals.

Diplomas from the Weaver College High School are awarded on the basis of the successful completion of *sixteen* units work. By a unit is meant 120 clock hours or five forty-five minute recitations a week for a term of thirty-two weeks, or five forty minute recitations a week for a term of thirty-six weeks. Two hours in laboratory are tantamount to one hour recitation.

The following units are required for graduation from the Weaver College High School:

| | Units |
|---|---|
| English | 4 |
| Mathematics | 2 |
| Science with laboratory | 1 |
| Foreign language | 2 |
| Bible | 1 |
| History, including American history and civics | 2 |
| Electives | 4 |
| Total | 16 |

The two units in mathematics should preferably include algebra and plane geometry. This does not meet entrance requirements in all colleges, however, and students who plan to secure a degree should take two years in algebra and one in plane geometry. Similarly, while only two years in foreign language is required for graduation, four years are required for entrance to most North Carolina colleges. One year of a foreign language does not count for any credit until the second year is taken in that same language.

## EXPENSES

The expenses for High School students are the same as for College students, and may be found on page 32.

# DESCRIPTION OF HIGH SCHOOL COURSES

## ENGLISH

H3.—Composition and Literature. One unit.

College entrance requirements in written composition and in English Literature. A careful review of punctuation, sentence structure and paragraphing. A careful study of Washington's Farewell Address, Lincoln's Gettysburg Address, Webster's Bunker Hill Oration, Milton's L'Allegro, Il Penseroso, Carlyle's Essay on Burns, Macaulay's Life of Johnson, Addison and Steele's Sir Roger de Coverley Papers, and Shakespeare's Macbeth.

The foregoing supplemented by much required reading from the classics.

Text: Century Handbook and Classics.

H4.—Literature and Composition. One-half or one unit.

Completion of College entrance requirements in Composition and Literature; weekly themes; study of paragraphing; narration; description; exposition and one long essay; argument; study of Burke's Speech on Conciliation; Browning's Cavalier Tunes; Arnold's Essay on Wordsworth; Milton's Comus; Tennyson's Idyls of the King; Shakespeare's Hamlet; much supplementary reading.

Text: Century Handbook and Classics.

## EXPRESSION

H-4—Vocal Expression and Voice Training. One unit.

Voice modulation, voice problems, methods of breathing, interpretation, training of voice and body, tone, production and modulation.

Four hours a week.

Text: Curry, "Foundations of Expression," Bk. I.

## MATHEMATICS

Algebra H3.—One unit. Completion of Algebra through progressions.

Text: Wentworth-Smith.

Geometry H4.—One unit. Completion of the five books of Plane Geometry with many original exercises.

Text: Wentworth-Smith.

## LATIN

H3.—Cicero's Orations.—One unit. Six orations with many references to the grammar.

H4.—Virgil.—One unit. Six books with attention to grammar, meter, prosody, and mythology.

## FRENCH

H3.—Elementery French.—One unit. Essentials of French grammar, special drill in pronunciation based on the International System of Phonetics, dictation, composition, and conversation. It is aimed to make this course as practical as possible with more and more oral work as the student becomes familiar with the language. The direct method is used on a small scale in the second semester. Reading of from 200 to 300 pages of easy extracts from French literature.

Texts: Elementary French (Aldrich, Foster and Roule): Contes et Legendes (Guerber); Le Francais Par la Lecture (Fougeray); La Poudre aux Yeux (Labiche and Martin).

H4.—Second Year French.—One unit. Grammar continued, dictation and practice in spoken and written French.

Texts: L'Evasion du Duc de Beaufort (Dumas); Le Juif Polonais (Erckmann-Chatrian); La Mare au Diable (Sand); Pour Parler Francais (Fournon and Broussard); L'Avare (Moliere); La Grammaire (Labiche); Racine's Esther.

## HISTORY

H3.—Modern European History.—One unit.

The history of Europe since the eighteenth century. Emphasis is placed on conditions and institutions rather than on unrelated events, with the aim of furnishing the student the needed background for the intelligent interpretation of contemporary events. Five times a week.

Text: Robinson and Breasted, "Outline of European History," Vol. II.

Not offered in 1925-1926 unless at least six students register for it.

H4f.—American History.—One-half unit.

This course aims to present the great phases in the development of our country. Many minor matters, such as: A detailed military history, unimportant dates, the careers of men of slight national importance are purposely omitted. Emphasis is placed on such topics as: causes, results and problems of financing and sustaining armed forces; diplomacy, foreign affairs and world poli-

tics; social, political and economic problems of the past and present. Outline maps are filled in from time to time as occasion suggests.

Five times a week.

Text: Beard and Beard, "History of the United States."

H4s.—American Government.—One-half unit.

This is a continuation of History H4f, but may be taken independently of any other course. The aim of this course is to impress upon the student his responsibility as a citizen and to show how the state developed by explaining the operations and functions of various divisions of government. Many problems of society today are taken up, such as: Industrial education; prohibition; social legislation; problems of our modern city, etc.

Five times a week.

Text: Magruder, "American Government in 1925."

## SCIENCE

Biology H3.—General Biology.—One unit.

This course will include an elementary study of living organisms of the plant and animal kingdom, and will serve as a good basis for those who wish to do advanced work in any field of Biology. Specimens of both plants and animals are studied even to microscopic detail in the laboratory. Among the plants, a series of types will be studied which will represent the more important families of algae, fungi, liverworts, mosses, ferns and seed plants. Among the animals, a series of types will be studied which will represent the more important protozoa, metazoa, and vertebrates. Three recitations per week and two hours laboratory work.

Text: "Applied Biology"—Bigelow.

Physics H4.—One unit.

This course is primarily a study of the fundamental laws and theories concerning the physical universe. Mechanics, heat, light, sound, electricity, and magnetism are taken up in this course in an elementary way, the course running through the year. Demonstrated lectures, recitations, and laboratory work are co-ordinated to make the course thorough, interesting, and instructive. This is a very elementary course, but it forms a good basis for those desiring to do advanced work in Physics. Three recitations and two hours of laboratory work per week. Not offered in 1925-1926 unless at least ten register for it.

Text: Practical Physics.—Millikan and Gale.

—Full Commercial Course.—Five units.

A full commercial course consists of the following subjects: Bookkeeping, Shorthand, Typewriting, Business English, Business Arithmetic, Commercial Law, Secretary's Duties.

—Stenographic Course.—Three and one-half units.

A stenographic course consists of the following subjects: Shorthand, Business Arithmetic, Business English, Commercial Law, Special Dictation, Secretary's Duties, Typewriting.

—Bookkeeping.—One and one-half units.

Double entry bookkeeping; simple accounts; partnership; corporation; and bank bookkeeping. The completion of this course will require three semesters if taken in connection with other studies. It can sometimes be completed in one semester if sufficient time is allowed for it. This course consists of three sets, one-half unit being allowed for each set.

Text: Twentieth Century Bookkeeping.

—Business Course.—Four units.

A business course consists of the following subjects: Bookkeeping, Typewriting, Commercial Law, Business English, Business Arithmetic.

—Business English.—One-half unit. (Fall or spring semester.)

This takes up the study of business punctuation; the art and value of letter writing; the form and mechanical construction of a business letter; special business letters such as: Letters of application, sales letters, letters of recommendation—in fact, everything pertaining to business letters.

Text: "Applied Business English"—Hagar.

—Business Arithmetic.—One-half or one unit. (Fall or spring semester or both.)

Problems in practical arithmetic, short cuts in fractions, multiplication, division, interest, proofs in addition, stocks and bonds, percentage, etc.

Text: Van Tuyl.

Commercial Law.—(Spring semester.)

This course includes the study of law pertaining to contracts, negotiable instruments, sales of personal property, bailments, partnership, corporations, insurance, real property, and business crimes. Then case problems are taken up in which the students

discuss the case as they think it should be decided in courts with the teacher giving final answer.

Text: "Peters Commercial Law."

—SHORTHAND.—One unit.

Leading to equipment for holding a commercial position. Study of textbook, dictation, transcription. Requirement of eighty words per minute of new matter and one hundred words per minute of old matter.

Text: Gregg Shorthand Manual and Speed Studies.

—TYPEWRITING.—One-half unit.

Forty words a minute of new matter transcribed on the typewriter and sixty words a minute of old matter. Underwood typewriter used.

## HOME ECONOMICS

H3.—DOMESTIC SCIENCE.—One unit.

This course includes the following items: Reasons for cooking; principles food and cooking; principles methods of cooking; abbreviations for measure; table of measure; the use of fats and the method of cooking; effects of dry and moist heat on starch; cooking of protein food, eggs, milk, etc.; cooking of dried fruit and vegetables; food combinations.

Four hours a week.

Text: Greer, "Home and School Cooking."

H4.—DOMESTIC ART.—One unit.

Model sewing to create a desire and respect for hand-work, to develop judgment, neatness and originality. This course includes the following items: Stitching on Java canvass; turning and basting hems; blouses; making and placing lace and ruffles; aprons; square patch; set in patch; matching strips (a) warp, (b) wool, (c) diagonal; darning (a) stockinette, (b) plaid material; binding seams; seams with fancy stitches; buttonholes; sewing on buttons, hooks and eyes; placket; machine stitching. Note-book required.

Four hours a week.

Text: Kline and Cooley, "Shelter and Clothing."

## RELIGIOUS EDUCATION

H3.—OLD TESTAMENT. (One-half unit. Two recitations per week through the year.)

Old Testament history, with special reference to personal religion. Wisdom literature. Hebrew poetry in English translation. Prophecy.

Text: American Revised Version of the English Bible.

H4.—The New Testament. (One-half unit. Two recitations per week through the year).

Life of Christ. Life of Paul, with some study of the Epistles.
Text: American Revision of the English Bible.

## APPLIED MUSIC

H3.—Techinacal Studies. One-half or one unit. (Two lessons a week and two periods daily practice.)

Easy Etudes, Faelton and Porter. Kinder Ubungen, Book I, Kohler. Czerny, Op. 599, Books 1 and 2. Kohler, Op. 190. Kohler, 157. Czerny, Op. 139. Duvernoy, Op. 176. Burgmuller, Op. 100. Loeschorm, Op. 65. Books 1, 2, and 3. Loeschorn, Op. 38, Book 1. Kohler Op. 50. Le Couppey, Op. 26. Bertini, Op. 100. Sonatas by Clementi, Diabelli, Merkel, Lichner, Handrock, Kuhlau. Pieces at discretion of teacher.

H4.—Technical Studies. One-half or one unit. (Two lessons per week and two periods daily practice.)

Kohler, Op. 242. Czerny, Op. 299. Books 1 and 2. Czerny, Op. 279. Berens, Op. 61, Books 1 and 2. Heller, Op. 46 and 47. Krause, Op. 2 and 6. Octave studies by Vergt, Wilson G. Smith, Czerny, and Turner. Bach's Little Preludes and Fugues. Sonatinas, Easy Sonatas and Variations of Haydn, Beethoven, and others. Schumann Album, Op. 68. Lyrical Pieces, Op. 12, Grieg. Selections from Reinecke, Gade, and others. Mendelssohn's Songs Without Words.

## COMMENCEMENT EXERCISES, 1924.

### Friday, May 23rd.

8:00 P. M.—Music Recital by pupils of the School of Music.

### Saturday, May 24th.

9:30 A. M.—Last Chapel Exercise. Address by the President of the College.

2:30 P. M.—Tennis Tournament.

8:00 P. M.—Annual Junior Debate between the Literary Societies. Resolved: "That the United States Government should own the coal mines."

| Affirmative | Negative |
|---|---|
| Euna Dean Allison | Maude Burrus |
| Howard Wells | Murray Walters |

Decision in favor of Negative.

SUNDAY, MAY 25TH

11:00 A. M.—Baccalaureate Sermon by Rev. J. M. Rowland of Richmond, Virginia, in the Weaverville Methodist Church.

8:00 P. M.—Address to the Epworth League in the College Chapel by Dr. Rowland.

MONDAY, MAY 26TH

11:00 A. M.—Declamation Contest between the Cliosophic and Delphian Literary Societies.

3:00 P. M.—Class Day Exercises.

8:00 P. M.—Reading Contest between the Mnemosynean and Euterpian Literary Societies.

TUESDAY, MAY 27TH

11:00 A. M.—Literary address by Honorable Horace E. Stacy, of Lumberton, N. C. Awarding of medals and diplomas.

12:30 P. M.—Dinner on the ground.

3:00 P. M.—Semi-centennial celebration of the charter and the erection of the first unit of the Administration Buildings. Historical address by Rev. C. M. Pickens, of Albermarle, N. C.

7:30 P. M.—Alumni reunion and banquet followed by business meeting, Masonic Temple, Asheville, N. C.

## DIPLOMAS WERE AWARDED IN 1924 TO THE FOLLOWING:

| | |
|---|---|
| Margaret Cordelia Aiken | Science |
| William Howell Bird | Classical |
| Oakley Easley Croy | Classical |
| Clara Mae Garrison | Science |
| Marvin Stell Hodge | Science |
| Terrell Amley Jones | Classical |
| Fannie Mae McClure | Science |
| Rheba Perry | Classical |
| Mary Matilda Powlas | Classical |
| Claude Jefferson Reece | General |
| Joseph Myron Tatum | General |
| Gladys Louise Williams | Classical |
| Joe Herman Young | General |

# ROLL OF STUDENTS

## POST GRADUATES

| Name of Student | County or State |
|---|---|
| Dockings, Freno | Henderson |
| Moore Carrie | Macon |
| Pylant, Mrs. Lee | Georgia |
| Smith, Miss Lucile | Georgia |

## SENIORS

| | |
|---|---|
| Allison, Euna Dean | Henderson |
| Bell, Elizabeth | Mecklenburg |
| Blythe, Walaska | Union |
| Butt, Paul | Mitchell |
| Burrus, Maude | Buncombe |
| Broome, Hoyle S. | Union |
| Carmichael, Lucile | Buncombe |
| Dendy, Annie | Georgia |
| Eaves, Wendell | Rutherford |
| Edwards, Essie | Polk |
| Erskine, Mrs. J. V. | Buncombe |
| Guthrie, Naomi | Madison |
| Harwood, Vina | Stanley |
| Howell, Blake | Anson |
| Jones, Nathan | Tennessee |
| Jones, Okle | Buncombe |
| King, Lillian | Transylvania |
| Kirkpatrick, Adeline | Haywood |
| Kuykendall, Cornelius | Buncombe |
| Lance, Janie | Henderson |
| Manchester, Ruth | Buncombe |
| Maney, Mabel | Buncombe |
| Mayo, John | Virginia |
| Neill, Geneva | Transylvania |
| Orr, Edna | Cherokee |
| Reynolds, Margaret | Tennessee |
| Smeltzer, Annette | Haywood |
| Ulmer, Annie Mae | South Carolina |
| Wells, Howard | Rutherford |
| Vernon, John | Caswell |
| Young, Vesta | Transylvania |

## JUNIORS

| | |
|---|---|
| Alderman, Hugh A. | Florida |
| Armstrong, Mary | Buncombe |

Barnard, Fuschia ---------- Buncombe
Barnett, Lee ---------- Madison
Bartlett, Verne ---------- Buncombe
Blackwelder, Roy ---------- Cabarrus
Brown, Anne ---------- Buncombe
Carter, Elizabeth ---------- Buncombe
Carpenter, Ray ---------- Gaston
Clemens, Horace ---------- Tennessee
Connelle, Pearl ---------- Stanley
Crayton, Emma ---------- Stanley
Dillingham, Reva ---------- Buncombe
Edwards, Annie ---------- Polk
Evans, Richard ---------- Virginia
Goebel, Everette ---------- Rowan
Gibbs, Lillian ---------- Buncombe
Hart, William ---------- South Carolina
Harrell, Arthur ---------- Randolph
Huneycutt, Talford T. ---------- Stanley
Honeycutt, Grace ---------- Buncombe
Howard, Mary Helen ---------- Burke
Howey, R. W. ---------- Union
Jervis, Theodore ---------- Buncombe
Johnson, Florence ---------- Buncombe
Johnson, Ruth ---------- Buncombe
Jones, Eura ---------- Buncombe
Jones, Otho ---------- Burke
Kennerly, Glen ---------- Davidson
Kiker, Wade ---------- Anson
Lee, Callie Belle ---------- Anson
Lemmond, Sam ---------- Gaston
Lyda, Emory ---------- Buncombe
Lyda, Viola ---------- Buncombe
Medley, Louise ---------- Anson
Moore, Grace ---------- Macon
Morris, Edgar ---------- Stanley
Presson, Steve ---------- Union
Rhoades, Adeline ---------- Buncombe
Ross, Sarah ---------- Burke
Rummage, Zelle ---------- Stanley
Smith, Louise ---------- Anson
Stradley, Margaret ---------- Buncombe
Weaver, William ---------- Buncombe
Wilson, Evan ---------- Cleveland
Woodall, Hubert ---------- Buncombe

## SPECIAL STUDENTS

| | |
|---|---|
| Arteaga, Antonio | Cuba |
| Borras, Peter | Cuba |
| Campiche, Marie | Buncombe |
| Gonzales, Jerome | Cuba |
| Jackson, C. C. | Sampson |
| Roberts, Margaret | Virginia |
| Valle, Joseph | Cuba |
| Williams, Zeb | Mecklenburg |
| Winstead, William | Wilson |

## SOPHOMORES

| | |
|---|---|
| Allen, Grace | Rowan |
| Barringer, Wakefield | Rowan |
| Bates, Jere | South Carolina |
| Byrum, Dorothy | Gaston |
| Brown, Flossie | Buncombe |
| Brummitt, Fred | Granville |
| Capps, L. D. | Polk |
| Capps, Annie | Buncombe |
| Chambers, Clara | Buncombe |
| Chandler, Lillian | Buncombe |
| Cheek, Lester | Buncombe |
| Cole, Lula | Buncombe |
| Croy, Sidney | Florida |
| Davis, William Alec | Wake |
| Dellinger, James R. | Gaston |
| Edwards, Thomas | Buncombe |
| English, Eula | Buncombe |
| English, Ora | Buncombe |
| Harris, Nelle | Rutherford |
| Hinson, Fleet | Buncombe |
| Kennedy, Mae | Buncombe |
| Livingston, Homer | Henderson |
| Michael, Pearl | Buncombe |
| McFee, Mrs. Annie Laura | Buncombe |
| Mull, Nelle | Buncombe |
| Myers, Jane | Buncombe |
| Newman, Hallie | Forsythe |
| Patterson, Geoffrey | Buncombe |
| Penland, Gussie | Buncombe |
| Phifer, Sara | Rowan |
| Powell, Mary Ellen | Stanley |
| Pridgen, Mark | Wilson |
| Reagan, Josephine | Buncombe |

| | |
|---|---|
| Reed, Eloise | Buncombe |
| Reed, Lloyd | Florida |
| Reid, John | Rutherford |
| Register, Louise | Georgia |
| Sorrell, Carroll | Henderson |
| Warlick, Leon | Georgia |
| Stack, W. R. | Rutherford |
| Staples, Rachael | South Carolina |
| Swann, Edgar | Buncombe |
| Whiteside, Mary | Union |
| Willis, Reginald Wren | Randolph |
| Williams, Mildred | Transylvania |
| Williamson, D. B. | Rowan |

## FRESHMEN

| | |
|---|---|
| Bame, George | Rowan |
| Burleson, Pandora | Buncombe |
| Brown, Burder | Buncombe |
| Day, G. V. | Craven |
| Gaddy, Bernice | Greene |
| Hunnicutt, Russell | Wilson |
| Jordon, Carlyle | Buncombe |
| Mock, Edna | Georgia |
| Powell, Margaret | Stanley |
| Robbins, Grady | Wilson |
| Stackhouse, Gilbert | Madison |
| Spinks, Deborah | Avery |

## DEPARTMENT OF MUSIC

| | | |
|---|---|---|
| Allen, Grace | Piano | |
| Allison, Euna Dean | Piano | |
| Barnette, Lee | Voice | |
| Bass, Annie Laurie | Voice | |
| Blythe, Walaska | Piano, | History of Music, Harmony, Music Appreciation |
| Burrus, Ruth | Piano | |
| Burrus, Maude | Piano | |
| Butt, Paul | Piano, | History of Music, Harmony, Music Appreciation, Violin |
| Edwards, Mrs. Fred | Piano,, | Voice |
| Gaddy, Bernice | Piano, | Voice, History of Music, Harmony |
| Gibbs, Lillian | Voice | |
| Hooper, Burmah | Piano | |
| Hooper, Evelyn | Piano | |
| Johnson, Florence | Piano, | Voice |

Jones, Eura ----------Voice
Kirkpatrick, Adeline-------Piano, Voice, History of Music, Harmony, Music Appreciation
Manchester, Ruth --------Piano, History of Music, Harmony, Music Appreciation
Moore, Grace ----------Piano
Phifer, Sara ----------Piano, Voice
Pridgen, Mark ----------Voice
Reeves, Mary Elizabeth---Piano
Robinson, Harvey --------Piano, Voice
Robinson, Sallie ----------Piano, Organ, Voice
Smeltzer, Annette --------Piano
Spinks, Deborah ----------Piano
Wells, Howard ----------Voice
Williams, Mildred -------Piano, Voice, History of Music, Harmony, Music Appreciation

## CHORUS CLASS

Allen, Grace
Bartlett, Verne
Bell, Elizabeth
Blackwelder, Roy
Blythe, Walaska
Broome, Hoyle
Burrus, Maude
Butt, Paul
Capps, L. D.
Carpenter, Ray
English, Eula
Gaddy, Bernice
Gibbs, Lillian
Harris, Nell
Jones, Eura
Jones, Okle
King, Lillian
Kirkpatrick, Adeline
Neill, Geneva
Orr, Edna
Penland, Gussie
Phifer, Sarah
Pridgen, Mark
Smith, Louise
Stradley, Margaret
Swann, Edgar
Williams, Mildred
Winstead, William

Manchester, Ruth—Pianist.

## DEPARTMENT OF HOME ECONOMICS

Bell, Elizabeth ----------Domestic Science
Brown, Anne ----------Domestic Science, Domestic Art
Carter, Elizabeth---------Domestic Art
Carmichael, Lucile--------Domestic Science
Harwood, Vina----------Domestic Art
Hunnicutt, Grace---------Domestic Science, Domestic Art
King, Lillian----------Domestic Science
Mock, Edna----------Domestic Science
Myers, Jane----------Domestic Art
Neill, Geneva----------Domestic Science

Powell, Margaret_____Domestic Art
Reid, Eloise_____Domestic Art
Sprinks, Deborah_____Domestic Art
Stradley, Margaret_____Domestic Art, Domestic Science
Young, Vesta_____Domestic Art

## DEPARTMENT OF EXPRESSION

Carter, Elizabeth
Crayton, Emma
Harwood, Vina
Johnson, Florence
Lyda, Viola
Orr, Edna
Powell, Mary Ellen
Smeltzer, Annette
Young, Vesta

## COMMERCIAL DEPARTMENT

Arteaga, Antonio_____Business Course
Barringer, Wakefield _____Business Course
Brown, B. R._____Business Arithmetic.
Barnard, Lola_____Book and Typewriter.
Barnard, Fuchsia _____Stenographic Course.
Bates, Jere _____Typewriting.
Borras, Peter _____Typewriting, Bookkeeping.
Bennett, Robert _____Bookkeeping, Business Arithmetic.
Black, Alma _____Stenographic Course.
Boger, Bonner _____Bookkeeping.
Chambers, Clara _____Stenographic Course.
Croy, Sidney _____Stenographic Course.
Davis, W. A._____Business Arithmetic.
Dellinger, James _____Typewriting.
Dixon, Thomas _____Business Course.
Garrison, W. G._____Bookkeeping.
Griffin, Virginia _____Full Commercial Course.
Gonzales, Jerome _____Full Commercial Course.
Hinson, Fleet _____Typewriting.
Hampton, Marshall _____Full Commercial Course.
Hunnicutt, W. R._____Stenographic Course.
Jervis, Theodore _____Business Course.
Jackson, Carl _____Typewriting.
Johnson, Verlin _____Full Commercial Course.
Johnson, Ruth _____Stenographic Course.
Jordon, Carlyle _____Typewriting.
Love, Claude L._____Typewriting.
Lyda, Emory _____Bookkeeping.
Lemmond, Sam _____Bookkeeping.
Morris, Paul_____Business Course.
Mock, Edna _____Typewriting.

Murdock, Mary Lillian____Stenographic Course.
Presson, E. R._____Bookkeeping.
Presson, Steve _____Business Course.
Pridgen, Mark _____Business Course.
Reagan, Josephine _____Typewriting.
Reeves, William _____Business Arithmetic.
Reed, Eloise _____Full Commercial Course.
Robbins, H. G._____Business Course.
Reed, Loyd _____Business Arithmetic.
Reid, John_____Business Course.
Redmond, Willie _____Typewriting.
Stack, W. R._____Full Commercial Course.
Sorrell, Carroll _____Bookkeeping.
Valle, Joseph _____Bookkeeping, Typewriting.
Warlick, Leon _____Typewriting.
Widenhouse, Marvin _____Business Course.
West, Stanley _____Bookkeeping.

## STUDENTS ENROLLED IN SUMMER SCHOOL (1924)

Aiken, Margaret_____Buncombe
Allison, Euna Dean_____Henderson
Ballard, Alvin_____Buncombe
Bell, Elizabeth_____Alexander
Burgin, Harry_____Buncombe
Burrus, Ruth_____Buncombe
Bowen, Burton_____Georgia
Bowen, John_____Georgia
Bowen, Martha_____Georgia
Edens, Henry B._____South Carolina
Ellis, Charles_____Rowan
English, Eula_____Buncombe
English, Ora_____Buncombe
Erskine, Mrs. J. V._____Buncombe
Groves, Ruel_____Rutherford
Hester, Horace_____Buncombe
Kennedy, Mae_____Buncombe
Kennedy, Ralph_____Buncombe
Johnson, Verlin_____Buncombe
Jones, Nathan_____Tennessee
Lance, Janie_____Henderson
Lyda, Viola_____Buncombe
Maney, Mabel_____Buncombe
McClure, Mae_____South Carolina
McConnell, Charles_____Buncombe
McKnight, Rouss_____South Carolina

| | |
|---|---|
| Michael, Pearl | Buncombe |
| Moore, Carrie | Macon |
| Neill, Geneva | Transylvania |
| Oldham, Sallie | Buncombe |
| Patterson, Edwin | Rowan |
| Pierce, Lloyd | Rowan |
| Reed, Eloise | Buncombe |
| Risdon, Sydney Lee | Rowan |
| Roberts, Margaret | Virginia |
| Tatum, Myron | Iredell |
| Trowbridge, Eleanor | Buncombe |
| Walters, Leone | Buncombe |
| Walters, Murray | Union |
| Weaver, Dorothy | Buncombe |
| Williams, Currie | Buncombe |
| Williams, Elizabeth | Buncombe |
| Williams, Louise | Transylvania |

## SUMMARY

| | | |
|---|---|---|
| Post Graduates | 4 | |
| Seniors | 31 | |
| Juniors | 45 | |
| Special Students | 9 | |
| Total College | | 89 |
| Sophomores | 46 | |
| Freshmen | 12 | |
| Total Academic Department | | 58 |
| Department of Music | 27 | |
| Commercial Department | 48 | |
| Department of Home Economics | 15 | |
| Department of Expression | 9 | |
| Summer School, 1924 | 43 | |
| | | 142 |
| Total gross enrollment for year | | 289 |
| Less names counted twice | | 93 |
| Net enrollment for year | | 196 |

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